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TWELFTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC INSTRUCTION

TO THE

GOVERNOR OF NEBRASKA,

FOR THE YEAR ENDING DECEMBER 31, 1880.

LINCOLN, NEB.:
JOURNAL COMPANY, STATE PRINTERS.
1880.

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Department of Public Instruction.
OFFICE OF STATE SUPERINTENDENT,
Lincoln, Neb., Dec. 31, 1880.

Hon. Albinus Nance, Governor of Nebraska:

Sir:—Herewith I transmit to you the Twelfth Annual Report of the State Superintendent of Public Instruction for the year ending December 31, 1880.

Very respectfully, your obedient servant,

S. R. THOMPSON,
State Superintendent of Public Instruction.

REPORT.

The school law of this State requires the Superintendent to make an annual report. In accordance with this requirement, a statistical report of the operations and disbursements of our school system for the year ending April 7, 1879, was published in December of that year, and will be found in full at the close of this pamphlet. For the convenience of comparison, and to bring the matters treated of more clearly to the attention of the legislature and others interested, the discursive part of this report will include the two school years ending April 7, 1879, and April 4, 1880, respectively.

In the general statistics which follow, the totals for the two years have been printed together in parallel columns to facilitate easy reference. The summary of statistics for the whole State, given below, are given in detail by counties, at the end of this report. In connection with the tabulated statistics for the several counties will be found a table giving general statistics for ten years of the system beginning with 1871.

GENERAL SUMMARY.

TABLE I.—RECEIPTS.

	1879	1880
In hands of district treasurer at beginning of year	$ 193,932 78	$ 160,098.37
Received from county treasurer during year	688,910.52	933,232.03
From sale of district bonds	38,707.33	27,950.62
From tuition of non-resident pupils	1,726.32	2,803.18
From all other sources	179,211.17	170,053.45
Total receipts including amount on hand	1,102,488.12	1,294,137.65

TABLE II.—EXPENDITURES.

Paid male teachers	$224,632.12	$242,334.47		
Paid female teachers	265,366.38	306,865.94		
Total paid teachers			$ 489,998.50	$ 549,200.41
Paid for building, repairs, and debts on same			252.616.20	193,035.19
Paid for all other purposes			181,332.20	366,381.63
Amount on hand at end of year			176,979.47	185,520.42
Total expenditures, including amount on hand, at close of year			1,100,926.37	1,294,137.65

TABLE III.—STATISTICS.

Number of districts	2,856	3,132
Number of school houses	2,489	2,701
Children between the ages of five and twenty-one	123,411	142,348
Average number of children in each district	44	44
Average number of days taught by each teacher	87	82
Average number of days of school in each district	107	109
Number of districts in which schools are graded	62	70
Number of teachers employed in all graded schools	284	276
Number of districts having six months or more school	1,242	1,394
Number of districts that had no school	173	210
Average square feet of blackboard surface	35	37
Number of houses with no blackboards	269	301
Number of houses furnished with patent desks and seats	1,574	1,624
Number of new school houses built during the year	191	195
Number of teachers' institutes held	63	36
Aggregate attendance upon institutes	2,344	1,950
Number of districts furnishing free text-books	137	246

TABLE IV.—STATISTICS OF PUPILS AND TEACHERS.

Children between the ages of five and twenty-one, males	64,179	74,172		
" " " " " females	59,232	68,176		
Total			123,411	142,348
Children enrolled in the schools			76,956	92,549
Number of qualified teachers employed, males			1,607	1,670
" " " " females			2,221	2,430
Aggregate number of days taught by males	125,332	140,822		
" " " " females	173,669	202,125		
Total			299,301	342,947
Average wages per month, males			$ 33.25	$ 36.12
" " " females			$ 29.55	$ 29.55

TABLE V.—STATISTICS SCHOOL PROPERTY.

Value of school houses	$1,622,355.18	$1,804,212.27
Value of school sites	175,483.60	200,672.48
Value of books and apparatus	54,826.49	59,883.57
Total value of all school property	1,810,088.27	2,064,768.32
Average number of mills levied for school purposes	13	12.6
Amount apportioned by county superintendents	224,605.65	219,739.90
Moneys in hands of county treasurers at close of year	160,201.24	169,151.78

TABLE VI.—WAGES AND INDEBTEDNESS.

Amount apportioned by state superintendent			$ 205,622.50	$ 208,406.30
Total wages of male teachers	$216,406.44	$242,344.47		
" " female teachers	265,674.38	306,865.91—	482,580.82	549,200.41
Aggregate of indebtedness			1,027,751.00	1,008,799.28

TABLE VII.—COMPENSATION OF COUNTY SUPERINTENDENTS.

Whole number of districts	2,856	3,132
Aggregate number of visits made	3,183	3,009
Aggregate number of days employed	7,158	7,300
Total compensation of fifty-six superintendents	$24,782.13	$24,248.40*
Average compensation of same	442.54	466.32

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*Fifty-two Superintendents.

TABLE VIII.—GRADED SCHOOLS.

Number of districts having schools graded			62	70
Number of districts reporting			43	51
Whole number of buildings in			82	97
Number of rooms used for recitation only			36	35
Whole number of rooms in use			232	318
Whole number of pupils enrolled, primary	6,292	8,929		
" " " " intermediate	2,946	4,561		
" " " " grammar	2,186	2,797		
" " " " high school	1,144	1,062		
Total enrollment			12,568	17,349
Number of teachers employed, males	54	64		
" " " females	195	189		
Total			249	253
Average salary of male teachers, per month			$74.60	$88.82
Average salary of female teachers, per month			39.13	38.75
Average number of months of school			9.2	9.

RECEIPTS.

The actual increase of receipts of 1880 over those of 1879 is about $200,000, and over those of 1878 about $400,000. This increase was derived principally from the increased valuation of taxable property, since the average rate of taxation was slightly diminished during the two years.

EXPENDITURES.

The figures show an increase of $59,000 paid to teachers in 1880 over amount paid in 1879. For buildings, repairs, and debts on same, about $50,000 less was paid in year ending April, 1880, than in the preceding year. The largest increase of expenditure is in the item "Paid for all other purposes," which, owing to a misunderstanding of school officers, is often made to include amounts paid for school bonds cancelled.

The blanks for directors' reports for next year have been changed so as to specify more particularly the classes of things for which money is paid out by district boards, and to diminish the amounts reported under the indefinite designation of "all other purposes."

When it is remembered that these accounts are kept by more than three thousand different officers, many of whom are unaccustomed to keeping accounts, it is easy to see that absolutely accurate and reliable reports cannot in all cases be secured. As it is, the reports are in the main substantially accurate. It is an excellent practice of many County Superintendents to call upon the school officers once a year, look over their accounts, and make suggestions towards improvement, where needed. Instances have come to the knowledge of this department where a County Superintendent, by giving careful attention to thefinancial management of the district officers, has saved the districts of his county more than the whole amount of his annual salary.

DISTRICTS.

From 1878 to 1879 the number of districts increased 166; and from 1879 to 1880; 276; a total increase in two years of 442. A considerable part of this increase was legitimate and resulted from the division of districts too large, or from the formation of new districts from territory hitherto unorganized.

In some counties there is a steady pressure brought upon the County Superintendent to induce him to divide districts now only just large enough to keep up a good school. It is to the credit of these officers that they have usually refused to make these unwise divisions until compelled to do so by a majority petition. In some counties a healthy change of sentiment in reference to the size of school districts has grown up, and in a good many instances, during the last two years, two weak, small districts have been consolidated, thus making one strong and vigorous one.

The recommendations made two years ago on this point are repeated here; time and further observation have only strengthened my conviction of their importance. These are:

(1.) Change the law so that it will require a two-thirds majority petition to compel a County Superintendent to divide a district.

(2.) Require two petitions, one from each part into which it is proposed to divide a district.

(3.) Fix a minimum district by taking into account three things, territory, number of pupils, and valuation. That is, allow no district to be formed with less than six sections, except in cases where the assessed valuation will reach $25,000, and there are not less than twenty pupils of school age. Of course this would not affect districts already formed, but should apply to all formed hereafter. It would usually be safe to leave the County Superintendent discretion to overstep these limits in special cases which might arise.

SCHOOL HOUSES.

Number built in 1879, 191; in 1880, 195; total in two years, 386. These figures include but few temporary structures, nearly all built being good substantial houses.

Nearly all the new houses and many old ones have been furnished with first-class furniture and apparatus.

In many cases the money invested in school houses is not as judiciously expended as might be if some competent person were consulted before the contract is let. The practice adopted in some states of requiring school boards to submit their plans for the approval of the County Superintendent before giving a contract, is recommended for adoption here. The Superintendent, in visiting all the schools of a county, has opportunity to see the best features of all the houses, and in many cases could make valuable suggestions to those preparing to build. It is believed that the adoption of this plan would result in much good.

There seems a necessity for some check on the purchase of useless and expensive apparatus. A smooth-tongued agent goes about from one school officer to another and succeeds in selling them somebody's mathematical charts, for example, for five times their value. Instances have been reported to this department where several hundred dollars' worth of trash has been palmed off upon districts, much of it nearly or quite worthless, and all sold at an extravagant price. As a specimen of a number of communications on file in my office, the following from one of our leading citizens and an ex-County Superintendent, will be of interest:

OFFICE OF COUNTY SUPERINTENDENT, BURT COUNTY,
DECATUR, Neb., July 22d, 1878.

S. R. Thompson, State Supt., Lincoln, Neb.:

DEAR SIR—Learning that "Wood's Mathematical Charts" are again being sold in the State, I write to tell you something of their introduction into our county four or five years ago.

I will tell you first what I know personally of the style of operation which was adopted by the agents selling those *surprising* charts. Some time during the fall of 1873 or 1874, while I was one of the officers of one of our school districts, I was visited by two young men carrying sample charts and wishing me to order them for our school, saying, at the same time, that the other members of the board had agreed to abide my decision in the matter. I decided very promptly that they were of no practical use, and refused to purchase, and supposed that was the end of the transaction. Such, however, was not the case. They sold to the other members of the board, telling them that I was in favor of purchasing but had not time to attend to it. At the time of making the sale they gave a written contract to deliver within a certain time charts framed in a specified manner, and to take them back if the district, at the next annual meeting, should vote not to keep them. They were not delivered according to contract, they were not framed according o contract, they were utterly worthless for use in school. So the district voted at the annual meeting not to keep them. They did keep them, however, for those enterprising agents, after having obtained the signature of two of the officers to a paper which they (the officers) supposed to be an order for the charts, but which was in reality an order on the county treasury for $34, had sold the said order to a third party for fifty cents on the dollar, and their whereabouts was unknown. The same parties, as I have since learned, sold the same charts to more than one-half the districts in the county. They avoided offering to sell in the towns or in any district where they would be likely to get a gratuitous notice in the papers. I am informed that the agent who furnished them to the traveling agents received $4 a set for them, they sold them for $34, taking district orders, selling the orders for fifty per cent, and then if the district refused to pay they had to contest the claim of the man who bought the orders. My opinion of the charts is that they are of no value whatever for use on the walls of a school room; that the first cost could not be more than $1.50 a set; and that the same information contained in the charts could be put in a primer and sold for ten cents at a good profit to the publishers. The buying of such things is not only a waste of money but it discourages districts from buying needed apparatus.

Respectfully,

W. E. Drury,

County Supt. Pub. Inst., Burt Co., Neb.

Almost the whole of this swindling could be stopped if school boards were required to submit their bill of proposed purchases of apparatus to the county superintendent for his approval. No other effective way of meeting the difficulty in question has been suggested.

CHILDREN OF SCHOOL AGE.

The increase of children enrolled on census in 1879 over 1878 was 19,381; of 1880 over 1879, 18,937; total increase in two years, 38,318. The census of 1880 is very nearly double that of 1874. That our school accommodations should have been kept sufficient, and even improving during six years of such rapid increase of school population, is a gratifying exhibition of educational zeal and enterprise.

The per cent of children enrolled in the census who attended school has increased from 60 in 1878 to 65 in 1880. By this is meant, of every 100 persons of school age—from 5 to 21—in the state 65 were present at some time in the schools during the year.

LENGTH OF SCHOOL TERM.

This is slowly increasing from year to year. In 1879 the average of all the districts was 107 days, in 1880 it was 109. This average is kept down by the continual formation of new districts, which, having to build houses, are for a time compelled to get on with the minimum amount of school prescribed by law.

Of the 173 districts reported as having no school in 1879, and the 210 so reported in 1880, but a small number comparatively belong to the class of districts able to have school, but refusing to do so. The exact number of this class of districts cannot be reported, but it is not large. The greater part of those reported as having no school are districts organized within a short time of the annual meeting, too late to hold a term of school and make return of it in the annual report. The number of districts having six months or more of school is steadily increasing. Of this class there were 152 more in 1880 than in the preceding year; 1,394 in all.

THE RELATIVE NUMBER OF MALE AND FEMALE TEACHERS has changed slightly during the two years; the proportion of female teachers being somewhat increased. The relative amount of teaching done by each sex in 1880 remains about the same.

TEACHERS' WAGES.

AVERAGE WAGES OF MALE TEACHERS increased $2.87 per month in 1880 over 1879; but the average monthly wages of females remained the same during the two years.

SCHOOL PROPERTY.

The estimated value of all school property in the state, not including lands belonging to the permanent school fund, or indeed any part of that fund, was in 1880 $2,064,768.32; this is an increase of $254,680.05 over the estimate of 1879, and of $259,304.66 over that of 1878.

APPORTIONMENT OF STATE FUNDS.

The amount apportioned by the State Superintendent in year ending April, 1879, was $205,622.50, and in year ending 1880 was $208,408.30. In the former of these years the state apportionment was increased by fines, licenses, etc., in the counties to $224,605.65, and $219,739.99 in year ending April, 1880.

The several sums thus apportioned from State were derived as follows:

Year ending April,	1879	1880
Interest on unpaid principal of school lands	$51,952.24	$39,084.81
Lease of school lands	39,219.12	52,202.61
Interest on state and county bonds	35,651.38	38,988.75
Private loans	1,126.26	3,748.38
State school tax	78,381.73	73,808.37
Other sources	267.77	911.38
Average rate per pupil was	1.97	1.68
Additions made in the counties	18,983.15	11,331.69
Total apportionment in two years		444,345.64

It will be observed that neither of the apportionments made in 1880 are included in the above exhibit. The reports made by the county superintendents include only transactions up to the first Monday of April in each year; and the apportionments are made in June and December.

The amount apportioned by the State Superintendent in June, 1880, was $; in December ; making a total of $ distributed from the State fund in 1880, being an increase over 1879 of $. The average rate in 1880 was $ for each person enrolled on census.

INDEBTEDNESS.

The aggregate amount of district indebtedness was diminished from 1879 by $18,951.72, leaving a total indebtedness April 1, 1880, of $1,008,799.28. Of this amount about $355,000 was floating indebtedness and $658,729.28 bonded. As the cash in hands of county and district treasurers April 1, 1880, was about the same as the floating indebtedness, the total bonded indebtedness given above gives substantially the total indebtedness of all the districts.

COMPENSATION OF COUNTY SUPERINTENDENTS.

In 1879 the aggregate compensation of fifty-six Superintendents was $24,782.13, an average of $442.54 for each officer; in 1880 the total compensation of 52 was $24,248.40, an average of $466.32.

There are no public officers who do so much valuable work for the community for such a small compensation. For it must be conceded by every fair-minded man acquainted with the work of the county Superintendents, that on the whole they are an intelligent, laborious, and useful body of public servants. In efficiency in the discharge of their duties they are gradually improving. The greatest drawback to the rapidity of this improvement is the circumstance that some of the best of these officers are constantly resigning.

EDUCATIONAL IMPROVEMENT.

This is conditioned by the zeal, fidelity, and skill of teachers. No device of law or skill in supervision can render skillful teaching unnecessary. Then we must provide more fully for the better training of teachers. Agencies for this purpose are already provided; they must be extended and made more effective. There are four tolerably distinct classes of teachers employed in our public schools. First, there are the principals or professional teachers, who, if not graduates of colleges or universities, are at least well educated, and who devote themselves to teaching and supervising schools as a life work. Second, college or university graduates, who, without intending to pursue the business of teaching permanently, teach for a number of years, usually in the higher departments of the village or city schools. Third, normal school graduates, who occupy places in the graded schools and the best places in the country schools. Fourth, the great body of teachers of lower graded and ungraded schools. These classes are not sharply distinct but blend one into another at the limits; and some members of the second and third in time work their way into the first, and some of the fourth class by study and experience come to stand on an equality with those of the third class. Any comprehensive scheme for improving the qualifications of our teachers must take all these classes into account and provide for each.

Let us briefly consider how far this is now done, and how the agencies we now employ may be made more effective.

THE COUNTY TEACHERS' INSTITUTE.

This is a gathering of teachers for mutual conference over their work; for the study of the various problems that continually arise in school management; and for the discussion of educational questions relating to ways and means of instruction.

These meetings usually last from two to five days. The usefulness of such meetings lies not so much in the formal instruction given as in the zeal they stimulate, the inspiration they furnish, and the natural enthusiasm derived from the presence of a number of persons engaged in the same employment. When such meetings are judiciously managed, the younger teachers may derive great advantage from the hints and suggestions of the older and more experienced. When such gatherings degenerate into debating clubs, where all sorts of irrelevant questions are wrangled over, or when they are made a brief term of school in which the time is occupied in weak attempts at teaching the different common school branches, or flimsy attempts at hearing recitations that are never prepared, their usefulness is greatly impaired, if not entirely destroyed.

When properly managed, these institutes become the means of exerting a good influence on the community where they are held, by calling attention to the nature of the work, the necessity of parental co-operation, and showing the sustaining effect of a healthy public sentiment.

Experience of many years in nearly all the States has demonstrated the value of these meetings, and as things now are, there is no other means of reaching the great body of teachers now employed in our schools.

COUNTY AND DISTRICT NORMAL INSTITUTES.

To allow time for more formal instruction than an institute of four days can give, normal institutes, as they are commonly called, lasting from two to six weeks, have become quite common in the West. About thirty-five of such meetings were held in Nebraska during 1879 and 1880. The first held in the State was at Lincoln, in 1872, and for several years but two or three a year were found practicable. Nineteen were held in 1880, showing a great change for the better in the popular estimate of utility of such meetings.

Usually, some well-known and skilled teacher is employed to conduct these institutes; sometimes the conductor is the county superintendent. As many other teachers as may be necessary are provided. The expenses are paid by a tuition fee charged upon those who attend. The utility of these meetings is beyond question, their popularity is steadily increasing, and the State should make provision for their maintenance. The chief difficulty now in their way is that of securing necessary funds to defray expenses; and partly dependent upon this, the difficulty in securing the services of persons competent to conduct them or to direct the instruction. At the normal institutes of 1880, as will be seen by reference to the summary reports of these meetings, on page and onwards, a tuition fee of from one to five dollars was charged, and even then in some instances left the superintendent to pay something additional. To conduct them requires the highest order of teaching talent, and such talent must be paid for or it is not to be had.

The legislature should make provision for these normal institutes, either by appropriating a round sum of money for the payment of expenses, or by authorizing the county superintendents to charge a fee for examination, and have this fee set apart to form an institute fund. Or both these plans might be combined. About 3,000 teachers are examined yearly. One dollar apiece would give $3,000, to which the State could well afford to add $3,000 more, which would give an institute fund of $6,000—about $100 on the average to each county. There is no way in which the State could appropriate $3,000 to better advantage, educationally, than this. Should the State make such provision, it would be judicious to provide that persons paid for institute work by the State, should hold a license from the State Superintendent, on the same ground that teachers paid by the State must have certificates.

In this connection, it is proper to advert to the relation of the State Superintendent to institutes. A few years ago, when the number of normal institutes was but three or four a year, and county institutes much less numerous than now, it was possible for the Superintendent to give personal attention to nearly all of these meetings. Previous to the time when the office came into my hands, a clerk was employed in the office, which gave the Superintendent more liberty. During the last four years, however, no clerk being allowed, when the Superintendent was absent attending institutes the office had to be closed till his return. This created embarrassment in many ways. Persons coming on business with the school department found the office closed, and were disappointed. In many cases, important letters had to lie unanswered till the Superintendent's return. Though during the last four years I have spent at least half my time attending institutes, I have done much less in this way than has been expected and desired. It is respectfully suggested that in future the Superintendent should either be exempted from the legal requirement of doing institute work, or be allowed an assistant. The regular office work is now as much as can be done well by one man, and there ought to be some one in the office all the time to attend to the necessary business. Nothing short of this will meet the just demands of the future.

This agency for the improvement of teachers has steadily grown in extent and efficiency. Each returning year sees a larger number held, and a higher class of work done in them. As an indication of the scope and character of the work done at these meetings a condensed report of each, as far as attainable, is given below under the following heads: (*a*) Length of Session; (*b*) Enrollment; (*c*) Name of Conductor; (*d*) Names of Instructors; (*e*) Branches in which instruction was given; (*f*) Lecturers; (*g*) Expenditures; (*h*) How expenses were raised.

WAHOO, SAUNDERS CO., JULY 21, 1879.

(*a*) Four weeks; (*b*) 76; (*c*) J. A. Smith, Co. Supt.; (*d*) Hon. J. M. McKenzie, Prof. F. L. Snodgrass, A. W. Vandeman, Dr. R. Curry, C. E. Smith; J. O. Sturtevant, Mrs. J. J. Burtch, Mrs. Fern L. Pierce, and Miss E. H. Rose; (*e*) Didactics, Arithmetic, Grammar, Reading, Physiology, Geography, Drawing, U. S. History, and Orthography, the first five receiving the chief attention; (*f*) Dr. Curry, on "Special Education" and "Professional Education;" Chan. Fairfield, "Thirty-three Days in Rome," "A Winter in Italy," and "A Visit to the Pyramids;" Dr. A. S. V. Mansfelde, "Mind: its Anatomy, Physiology, and Education;" Rev. John Grey, "The Teacher;" (*g*) $162.45; (*h*) By a tuition fee of $2.

SECOND SESSION, WAHOO, 1880.

(*a*) Three weeks; (*b*) 137; (*c*) Co. Supt., J. A. Smith; (*d*) Hon. J. M. McKenzie, Prof. D. E. Reese, A. W. Vandeman, G. G. Sill, C. E. Smith, Mrs. J. J. Burtch, Miss Jessie Stocking, and Miss Emma Simms; (*e*) Grammar, Arithmetic, Didactics, Physiology, Elocution, U. S. History, Botany, and Vocal Music; (*f*) Hon. J. M. McKenzie, "The Teacher in History;" Dr. R. Curry, "Man's

Relative Position in the Scale of Being;" Hon. S. R. Thompson, State Sup't., "What the Norman Conquest did for the English Language;" Rev. John Gray, "The Influence of Woman upon Literature;" Chancellor Fairfield, "The Mysteries of Psychology," and "The Alps and the Rhine;" (*g*) $173; (*h*) A tuition fee of $2 from each teacher in attendance.

OTOE COUNTY, AT SYRACUSE, AUG. 9, 1880.

(*a*) Two weeks; (*b*) 63; (*c*) J. C. Boyd, Co. Sup't; (*d*) Dr. R. Curry, Mrs. Jennie Curry, Miss Alice Emerson; all of State Normal School; (*e*) The common branches and Astronomy, Philosophy, School Economy, Theory and Practice of Teaching; (*f*) Hon. J. M. McKenzie and Dr. Curry; (*g*) Not given; (*h*) By teachers present.

JUNIATA, ADAMS COUNTY, AUG. 2, 1880.

(*a*) Two weeks; (*b*) 72; (*c*) Prof. Hubbel; (*d*) W. Picking, C. J. Davis; Co. Sup't., L. A. McFadden, Prof. W. E. Wilson, and the State Superintendent; (*e*) The common and Geometry, Philosophy, Algebra, Physiology, Drawing, and Theory and Practice of Teaching; (*f*) State Superintendent Thompson, "Some Peculiarities of the English Language," and "The Oldest System of Education and the Newest;" (*g*) $78.25; (*h*) By teachers and Co. Superintendent.

KEARNEY, BUFFALO COUNTY, AUG. 16, 1880.

(*a*) Two weeks; (*b*) 38; (*c*) Co. Sup't., J. T. Mallalieu; (*d, e*) G. W. Hartman, History; P. N. Hartzell, Arithmetic; A. H. Edwards, Grammar; B. P. Craig, Geography; H. W. Vance, Physiology; J. E. Gillespie, Reading; (*f*) Rev. G. Cussman, "Teaching;" J. T. Mallalieu, "Essential Qualifications;" (*g*) $32; (*h*) By a tuition fee of $1. At this institute a primary department was organized under management of Miss Fannie Nevins. In this, classes were taught by the younger teachers for practice.

CLAY COUNTY—AT SUTTON, JULY 14, 1879.

(*a*) Three weeks; (*b*) 22; (*c*) Prof. E. A. Haight; (*d*) Prof. O. C. Hubbel; (*e*) In branches required for second-grade certificates; (*f*) Chan. Fairfield, two Lectures; Rev. E. Thompson, "Different Forms of Government," "The Atmosphere of the Earth," and "Mistakes of Bob Ingersoll;" (*g*) About $100.00; (*h*) By teachers, $40.00; by Co. Supt't., $30.00; and $30.00 derived from proceeds of lectures.

CLAY COUNTY—AT EDGAR, AUG. 16, 1880.

(*a*) Two weeks; (*b*) 70; (*c*) Prof. O. C. Hubbel; (*d*) Wm. Walters and A. A. Randall; (*e*) Branches required for second-grade certificates; (*f*) Rev. L. B. Fifield, "The Common School Teacher;" (*g*) $78.50; (*h*) By a tuition fee paid by teachers in attendance.

WASHINGTON COUNTY—AT BLAIR, AUG. 9, 1879.

(*a*) Four weeks; (*b*) 66; (*c*) Co. Sup't., I. N. Jones; (*d*) Prof. W. E. Wilson, Mrs. Fannie O'Linn, and Miss E. C. Morgan.

WASHINGTON COUNTY—AT BLAIR, AUG. 9, 1880.

(*a*) Two weeks; (*b*) 47; (*c*) W. V. Miller, Co. Sup't.; (*d*) T. D. Brooks, Mrs. Fannie O'Linn, and Thompson Compton; (*e*) The common, and School Management, Blackboard drawing, and Singing.

JEFFERSON COUNTY—AT FAIRBURY, AUG. 1879.

(*a*) Three weeks; (*b*) 28; (*c*) W. S. Swain; (*d*)
(*e*) The common branches, History, and Theory and Practice of Teaching; (*f*) Chas. Letton, "True Education;" E. B. Cowles, Co. Sup't., "School Laws;" B. George, "Teachers;" B. S. Baker, "Man and Whither are we Drifting;" (*g*) $55.00; (*h*) By a tuition charge of $2.50 on members.

PAWNEE COUNTY, JULY 19, 1880.

(*a*) Three weeks; (*b*) 50; (*c*) Co. Supt., O. D. Howe; (*d*) Prof. A. K. Gowdy; V. M. Babbitt; Hon. J. M. McKenzie, Prof. A. R. Wightman; (*e*) The common branches, Vocal Music, Drawing, Botany, Algebra, and Geometry; (*f*) Hon. J. M. McKenzie, "Teaching in Different Ages of the World;" Dr. J. I. Byrne, "Electricity" and "The Telephone and Chemical Analysis;" (*g*) $80.00; (*h*) By a tuition charge of $2.00 upon each member.

CASS COUNTY—AT PLATTSMOUTH, JULY, 1880.

(*a*) Four weeks; (*b*) 45; (*c*) Prof. J. W. Love; (*d*) Mrs. J. W. Love; (*e*) The common, and Physiology, Drawing, Botany, Philosophy, Algebra, Geometry; (*f*) Rev. D. Murphy, "The Eye;" Prof. C. D. Wilber, "The Star of Empire;" Prof. Leigh Hunt, "Woman in the Profession;" Prof. Geo. E. Howard, "Education in Germany and America;" (*g*) $100; (*h*) By a tuition rate on those attending.

COLFAX COUNTY, SCHUYLER, AUG. 18, 1879.

(*a*) Four weeks; (*b*) 55; (*c*) J. P. Sprecher, Co. Sup't.; (*d*) B. F. Buffington; (*e*) Common branches, History, Geometry, Theory and Practice, Drawing, Physiology, Algebra, Botany, and Philosophy; (*f*) Miles Zentmeyer, "The Teacher's Moral Responsibility;" D. D. Chambers, "The Teacher's Preparation;" (*g*) $142.40; (*h*) By a tuition rate of $2 per member. The Superintendent's time was paid for by the county; $22.60, collected and not used for institute expenses, was turned over to Teacher's Library.

COLFAX COUNTY—AT SCHUYLER, AUG. 16, 1880.

(*a*) Four weeks; (*b*) 55; (*c*) J. P. Sprecher, Co. Supt.; (*d*) J. P. Sprecher, C. D. Rakestraw, W. W. Wells, Mrs. McDougal, Mrs. Ballou, P. F. Sprecher; (*e*) Common branches, Theory and Practice, Physiology, Philosophy, Algebra, Geometry, Drawing, History; (*f*) none reported; (*g*) $139.95; (*h*) Paid by county, $60.

Of $95 raised by a tuition fee of $2 $79.95 was paid for expenses of instruction, and $15.05 to Teacher's Library.

THAYER COUNTY—AT HEBRON, JULY 12, 1880.

(*a*) Four weeks; (*b*) 43; (*c*) D. S. Dusenberry; (*d*) D. S. Dusenberry, Mrs. C. C. Burke, Wm. Stryker, F. J. Hendershot; (*e*) The common branches, History, Physiology, Methods of Teaching, Drawing, and Book-keeping; (*f*) E. M. Carroll, on "Cosmogony;" (*g*) Not given; (*h*) A tuition rate of $5 paid by members.

YORK COUNTY—AT YORK, AUG. 23, 1880.

(*a*) Two weeks; (*b*) 72; (*c*) Co. Sup't., E. E. Armor; (*d*) Prof. Roe M. Bridges, Prof. W. H. Townsend; (*e*) Common branches, U. S. History, Didactics, and Physiology; (*f*) Rev. L. B. Fifield, "Our Common Schools;" Chancellor Fairfield, "A Visit to Egypt;" Prof. Bridges, "The Great Century;" (*g*) $100; (*h*) Paid by teachers present $80; by County Supt., $20.

DOUGLAS COUNTY—OMAHA, AUGUST 18, 1879.

(*a*) Two weeks; (*b*) 49; (*c*) J. J. Points, county superintendent. (*d*) Prof. H. H. Nicholson, J. B. Bruner, R. L. Livingston, G. R. Rathbun, Mrs. O. C. Dinsmore, and the State Superintendent; (*e*) branches required for a second-grade certificate; (*g*) $7.50; (*h*) by voluntary contribution.

DOUGLAS COUNTY—OMAHA, AUGUST 16, 1880.

(*a*) Two weeks; (*b*) 48; (*c*) J. J. Points; (*d*) G. R. Rathbun, C. P. Van Inwegan, Mrs. O. C. Dinsmore, L. H. Sanger, J. T. Ransom, Eldredge Messenger; (*e*) branches required for second-grade certificate; (*g*) $7.00; (*h*) by voluntary contributions.

MADISON COUNTY—AT NORFOLK, AUGUST 2, 1880.

(*a*) Three weeks; (*b*) 35; (*c*) county superintendent, J. B. H. Sullivan; (*d*) T. J. Hunt, J. H. Ready, Miss Beals, and the State

Superintendent; (*e*) the common branches, algebra, geometry, physiology, botany, and philosophy; (*f*) the State Superintendent; (*g*) $11; (*h*) paid by voluntary contributions of teachers.

FILLMORE COUNTY—AT GENEVA, AUGUST 23, 1880.

(*a*) Two weeks; (*b*) 52; (*c*) county superintendent, J. B. Lewis; (*d*) Mrs. C. O. Burke, H. L. Caldwell, C. L. Fort, and the State Superintendent; (*e*) common branches, history, drawing, physiology, theory and practice; (*f*) Rev. L. B. Fifield and the State Superintendent; (*g*) $61.60; (*h*) by tuition fee from members.

FRANKLIN, HARLAN, AND KEARNEY COUNTIES—AT BLOOMINGTON, AUGUST, 1880.

(*a*) Two weeks; (*b*) 51; (*c*) R. F. Miller; (*d*) J. A. Piper, County Superintendent of Harlan county, Howard Caldwell, M. M. Halleck, Wm. Hart, the State Superintendent; (*e*) branches required for second-grade certificate; (*f*) Prof. C. D. Wilber, Hon. S. R. Switzer, and the State Superintendent; (*g*) $16; (*h*) by voluntary contributions.

LANCASTER COUNTY—AT LINCOLN, AUGUST 17, 1880.

(*a*) Two weeks; (*b*) 68, (*c*) County Superintendent H. S. Bowers; (*d*) Prof. W. W. W. Jones, Prof. W. E. Wilson, Miss E. C. Morgan, Miss Josie Dowden, Miss Elsie DeCou; (*e*) Methods of Teaching and Governing Schools, Reading and Elocution, Arithmetic, Vocal Music, Language, Drawing. A model class for primary instruction was formed, and taught in the presence of the institute, by Miss Dowden; Object Lessons were illustrated by Miss DeCou; (*f*) Prof. W. E. Wilson, "Cultivation of Waste Places;" Prof. C. D. Wilber, "The Star of Empire;" Rev. A. C. Williams, "A Glimpse of the Soul;" Rev. L. B. Fifield, "The Common-School Teacher."

BURT COUNTY—AT TEKAMAH, AUGUST 23, 1880.

(*a*) Two weeks; (*b*) 38; (*c*) County Superintendent G. G. Gates; (*d*) Mrs. F. O'Linn, C. F. Secord; (*e*) The common branches, U. S.

History, Physiology, Vocal Music; (*f*) not given; (*g*) $55.00; (*h*) Tuition fee of $1.50 for each member.

THE STATE NORMAL SCHOOL.

Another agency for the training of teachers is the normal school. This is simply an extended normal institute. All the best points of the institute may be intensified in the normal school. That not all normal schools have realized the highest ideal of a training school for teachers, is not the fault of the plan but of the individual managers, who have failed to do the best possible with the agencies put under their control. Nebraska is fortunate in having one of the best normal schools in the United States. This statement is made deliberately, and after a careful study of the schools of other States. The firm, consistent management, the extended and liberal course of study, extending through five years, the zeal and ability of its teachers, the industry and enthusiasm of its pupils, render our normal school an institution of which every intelligent friend of education in the State may well be proud.

The criticisms that are occasionally made upon it are generally baseless. One objection is, that pupils are admitted too young. It is a fact that nearly if not quite all admitted could obtain third-grade certificates from the county superintendent. Surely, if a person is old enough to get a license to teach, he is old enough to be instructed in the art of teaching. This is just the age when the teacher needs normal school training most. So far as the interest of the State is concerned, nothing would be gained and something lost by raising to any considerable extent the standard of admission to the normal school.

Again, it is urged that the normal should be a purely professional school, in which only the theory and practice of education should be taught, that all scholastic training should be excluded from the course of study. This is a favorite scheme of a certain kind of theorizers, and about as impracticable as can well be imagined. In the first place such a school could not find pupils and would not be sustained.

The only schools that approximate even to this plan are the city normal schools; but the circumstances of these schools are entirely different from the state normal schools. The pupils of the city normal schools have usually had high school training in the same city; they live at home, and are looking forward to employment as teachers in the city schools. As a course in the normal school is the sure road to employment in the city schools, the inducement to attend is ample. But the pupils of the state normal schools are largely from the country districts where high school or academical privileges are not found; and experience shows that pupils of this class will not go to one school for academic instruction and then to another for the study of theory and practice. When they become accustomed to a school and at home in it, they are disposed to remain there till they finish their school training. To secure both scholastic and professional training for such teachers, we must furnish both in the same school, and this is just what *all* the state normal schools find it necessary to do. It is true the Michigan state normal is trying an experiment in another direction, but it has not yet passed the experimental stage.

But there are other objections to the scheme of making normal schools "purely professional schools," objections founded on the nature and conditions of their work.

A large part of the "professional" work of a normal school pupil consists in learning how to teach the various branches. The best time to do this is when the pupil is learning the branches themselves. When he is learning arithmetic he should learn how to teach it. The fact that some deep scholars are poor teachers, shows that what has been called "a teaching knowledge" of a given branch of learning is something different from a knowledge of the subject matter. This "teaching knowledge" cannot well be learned apart from the subject matter. As soon as a pupil who is under training for a teacher is old enough to reflect on the operations of his own mind, and in some measure to observe his own mental operations, he should be trained in the art of imparting knowledge to others. A whole body of instruction on methods of teaching the different branches cannot profitably be given apart from instruction in the branches themselves. When given in connection with scholastic learning, the methods of imparting and acquiring knowledge become firmly associated with the branches learned, so that in future teaching the one will help recall the other.

It is further objected to normal schools that not all their graduates are successful. Why should we expect them to be? Are all the graduates of law schools successful lawyers? Are there not failures among the graduates of medical and theological schools? Does any one decry these great special schools at Yale and Harvard and Ann Arbor because some of their graduates are failures professionally, or turn from the profession in which they have been educated, to pursue some other? Why should a normal school be judged by a different rule? It is not within the limits of reasonable expectation that every one trained in a normal school should become a successful teacher. It is a fact susceptible of proof that the great bulk of our normal school graduates are excellent teachers, and they may be found throughout the State occupying responsible positions in every kind of educational institution, from the State University down to the primary school; in the normal school itself; in our denominational colleges, and elsewhere. That a few have failed in teaching is no reason for decrying the merits of the vastly larger number, who form a body of earnest, enthusiastic, wide-awake, and progressive teachers.

Still further, it is not fair to measure the usefulness of a normal school entirely by the graduates it sends out, without taking into account the much larger number of teachers who attend the normal school one or more years, but who do not stay long enough to graduate. Trained as they are, from their entrance into the school till they leave it, in the methods and principles of school teaching and management, they form a large body of excellent teachers, and do the State essential service.

The State can well afford to support our excellent normal school. It is to be hoped that the time is not far distant when at least two more normal schools can be established, one in the north and another in the west. The rapid extension of our school territory north-west and west, calls for such extension of normal school facilities at the earliest day practicable.

When the school at Peru was first established, it was favorably situated to accommodate the heaviest settled portion of the State; but the rapid extension of settlement in the last ten years, has entirely changed this, leaving this school near one corner of the State. Should additional normal schools be established, it would not be necessary to provide in them as extensive courses of study as the present school furnishes. They might be exclusively devoted to the preparation of teachers for lower grade and ungraded country schools. One school for the training of the higher class of teachers will be amply sufficient, but we need more extended facilities for the lower grades.

If we are to have but one school, that one should have a course of study sufficiently extended to qualify its graduates for any position in the public schools of the State; and this is what our existing normal school assumes to do.

CONVENTIONS OF COUNTY SUPERINTENDENTS.

Two meetings of this kind were held in 1880: one at Lincoln, January 27th, and the other at Wisner in the following week.

The convention at Lincoln organized by electing Supt. J. J. Points, of Douglas county, chairman; Supt. Philip Crother, of Nemaha, secretary; and Supt. Lucy A. McFadden, of Adams county, assistant secretary. The attendance was large, the discussions interesting and able, and the result no doubt highly beneficial to all who took part.

Carefully-prepared and suggestive papers were read by the following superintendents: J. A. Smith, of Saunders, on "The Superintendent's Relation to the Normal Institutes and Hints for the Management of the Same;" by I. D. Newell, of Clay county, "Conventions of School Officers;" J. D. Messenger, of Seward county, "How to assist School Boards in the Management of their Business;" by J. J. Points, of Douglas, "A Course of Study for Country Schools;" by J. B. Lewis, of Fillmore, "The Evils Arising from a Diversity of Text-Books;" by George B. Foster, of Johnson county, "How the Work of the County Superintendent may be made more Useful and Popular;" by Philip Crother, of Nemaha, "The Means of Obtaining more Full and Correct Reports from District Officers."

I regret that the limits of this report will not allow the publication of the proceedings of these meetings in full. As it is, but a part can be given.

The following is an extract from the paper of Supt. J. A. Smith on "Teachers' Institutes and their Management":

"The institute question has been pretty thoroughly tested by the leading educators of the day. First an institute of three or four days' session was tried, but found to be too short for any practical use. Next the session was prolonged to a full week, but still found to be too short to do the work necessary for the occasion. The work of the institutes thus far had been confined almost exclusively to what were termed 'Model Recitations.' But about this time it was found that the institute which gave the best result, and which proved most satisfactory, was not the institute of model recitation alone, but the institution of model instruction as well. It was then wisely decided that the institute, to do the most good for the least outlay, must assume the character of a normal school and prolong its session at least three, and better six, weeks. As the law has decided that the Superintendent must hold institutes, and as heads wiser than ours have decided that the Normal Institute will return the largest amount of revenue for the outlay, and as Webster defines the word relation to be 'any sort of connection between two or more things,' we can but decide that the Superintendent's relation to the Normal Institute is of so close a character as to warrant his fostering it in preference to all other kinds or classes of institutes, to warrant him in throwing his whole influence and the whole strength of his organized corps of teachers into one judiciously arranged and harmoniously worked Normal Institute each year. We now come to consider the second part of our subject, viz.: 'Hints for the Management of Normal Institutes.' And now, after broaching this part of the subject, we feel like retiring and giving place to one of more experience, yet there is a truthful saying, that 'He who does the best he can does well.' And with this end in view we proceed.

"The first thing necessary to insure a successful Normal Institute is a corps of teachers who are able to work and willing to study; who have passed that station on the road to knowledge at which so many teachers are accustomed to stop and say by their actions, if not words: 'I have now learned all that is worth knowing.' And I presume there is not a Superintendent present who does not think he has as good a corps of teachers as can be found in any county in the State. I feel confident that I have some as good teachers as can be found in the State. I am also confident that there is material enough in any of the counties in the eastern part of the State at least to carry to a successful termination a Normal Institute. The next requisite which the Superintendent must possess is the implicit confidence of his teachers in his ability to organize and carry through a Normal Institute. The Superintendent can best attain this confidence by proving his ability to fill every other requisite of his office successfully. He must at all times be found on the side of right and justice, never allowing himself to be influenced to do that which is not strictly in accordance with law and justice for policy's sake; being impartial with all persons, whomsoever they be, under similar circumstances. 'Study to know thy duty, and be just to perform it,' is the command of Him who rules us all. The next things to be secured are a conductor and several assistant instructors of whose ability there is no question. He—the Superintendent—should then see that the Institute is thoroughly advertised and that the teachers are kept posted regarding the different steps taken by the Superintendent, whereby the working of the Institute will be perfected. An article of judicious length should appear in some one or more of the county papers each week for at least five or six weeks previous to the convening of the Institute, written by the Superintendent, advising the teachers of what he is doing and what he expects of them. The Superintendent, in conjunction with the instructions, should agree upon a course of study to be used, and the same should be followed as closely as the circumstances will admit. The Institute should be divided into two or three divisions, according to the number in attendance. This division must be based on the grade of the certificate, or upon the Superintendent's knowledge of their ability and experience. When the Institute convenes the Superintendent should assume the general management of it. He should have his arrangements so perfected as to admit of no interruption or delay in the work, but be able to begin operations as soon as one dozen teachers are present; he should assign each one, upon arrival, to his proper division, and the instructor should immediately assign him his work. The Superintendent should engage a sufficient number of lecturers to have at least two, but not more than three, lectures each week. These lectures should be of a character in keeping with the object of the institute. He should require his instructors to report to him each week in regard to the proficiency of the teachers, and to recommend to him any change from one division to another thought best by them; he should also require them to report to him at the close of the Institute what things have been best done and what things are most needed to improve the schools of his County. These reports, when properly arranged, should be published in the County paper. The conductor should have general charge of the Institute instruction. He should hear two or three classes himself, and see that the programme is strictly carried out. The assistants should be specialists in their work, which should be confined to two branches at most; they should be very practical in their instruction, and should require accuracy of their pupils; they should require frequent written examinations, the result of which should be reported to the Conductor and Superintendent; they should dismiss their classes promptly on the call of the signal bell, and not allow one class to encroach upon the time of another. I would strongly advise that there be some one appointed or employed, if need be, whose special duty would be to attend to the ringing of the call-bell for the movement of classes. During my Institute last Summer I attended to this myself, but found it to be too much of a burden to be undertaken by the Superintendent in addition to all other duties devolving upon him necessary to the successful working Normal Institute.

"I would also recommend some spirited vocal culture with instrumental accompaniment as being a good supplement to each day's work in the Institute."

The following is Supt. Newel's paper on "Conventions of School Officers":

"There is no work in which the employment of all the forces connected therewith is more imperatively demanded than in the work of education.

"He who, by virtue of his position, is made a leader in educational interests, and yet does not comprehend this truth, will fail to fully accomplish the work submitted to him. The County Superintendent is expected to be a leader; and yet whatever his natural abilities, whatever the specific qualifications which fit him for his position, whatever his native force of character, he will fail in any attempt *to drag after him* an entire county. He can succeed only by influencing those associated with him in work to go *with him* intelligently, cheerfully, and enthusiastically. The greatest success is insured when among all engaged there is oneness of aim, thorough organization, and untiring effort. How to secure these three things is the burden of every thoughtful Superintendent's meditation.

" Much attention is paid by the County Superintendent to the teaching force. The teacher is permitted to enter upon his work only after acareful examination as to his knowledge of the branches, and his ability to aid and direct others in the acquirement of like knowledge.

" This examination is followed by a careful inspection of the work done in the school-room. To secure among teachers more intimate acquaintance with the branches and greater skill in methods, institutes are provided.

" To keep alive a professional interest and to induce such research and thought as will give to the teacher breadth and fullness, associations are organized.

" In short, nothing is omitted that will augment the teacher's ability, fill him with enthusiasm, and leave upon his mind the impress of a high ideal.

" But, saying nothing at present of parents or guardians, is not the School Board an important factor in our school system? Is there nothing which can be done to increase the efficiency of School Boards, enlist them in a closer and heartier co-operation with Superintendent and teachers? These are questions which two years of service in the Superintendency have addressed themselves frequently, and with increasing emphasis to the mind of the writer.

" It is not intended, by anything said in this paper, to reflect in the slightest degree upon those composing our school-boards. Serving without pay, and subject to the adverse criticism of every grumbler in their respective districts, the writer has found them, in the main, faithful to the extent of their ability in the discharge of duty, and ready to listen to and prompt to act upon such suggestions as have from time to time been given.

"And yet we hazard the opinion that there is not a superintendent present who is not deeply impressed with the feeling that much might be done, that much ought to be done, to increase the efficiency of the school boards in his own county. The only question is, by what methods can this be best accomplished? Conference between the Superintendent and individual members of each board would without doubt do something in this direction. But aside from the fact that this would involve an extravagant use of the Superintendent's time, there are other obvious objections to this plan. Conference with school boards *as such* would be a better plan, and yet this would hardly cover all the ground and accomplish all to be desired. A convention of school officers, held at least once a year in each county, experience has shown to yield the fullest and most beneficial results. Some of the benefits resulting from such conventions may be briefly enumerated:

"1. They will generate interest in educational matters wherever held. There is inspiration in numbers. It has been said that 'Americans more than any other people delight in conventions;' and certainly Americans more than any other people comprehend the value of conventions. Not only will a convention awaken interest among those participating therein, but it will attract the attention of the public, exert a quickening, moulding influence upon the entire people of the county where it is held. The writer has found by experience that, aside from other considerations, institutes, associations, and conventions pay in this particular.

"2. They afford the Superintendent an opportunity to instruct the members of School Boards in all that relates to the proper discharge of their specific duties. Many of those composing our School Boards are men of limited educational attainments. Their knowledge of the school law is slight; they have but little experience in the keeping of records and accounts, and in the use of blanks. Hence their records are often defective, their accounts inaccurate, and their reports imperfect.

"3. These conventions will enable the Superintendent to lay before the School Boards in detail his plans and aims and invite their co-operation. Singleness of aim will result in unity of action, and desired results will thus be more easily and rapidly effected.

"It is believed that indirectly these conventions will do much toward preventing those petty jealousies and bickerings among school officers, which have such a paralyzing influence upon the schools. As has before been said, give to the Board singleness of aim and you secure unity of action. Besides, as comparison is our standard of judgment, if you would lift a man out of self and make him feel his own insignificance, enlarge the scope of his vision and magnify the objects about him.

"From comparison of views, from a statement of difficulties encountered by his co-workers in the discharge of their duties, from the plain, blunt, practical suggestions made by those not, perhaps, his equal in educational acquirements, the County Superintendent may gather much that will be of value to him. For in all his wisdom the County Superintendent may not account himself too wise to learn.

"The usefulness of these conventions must depend largely upon the skill of the County Superintendent in managing them.

"A few suggestions will be offered in this direction:

"1. *The time of holding them.* As a large proportion of those composing our school boards are engaged in agricultural pursuits, the time chosen should be such as will accommodate this class.

"2. *The attendance.* The attendance of every school officer in the county should be aimed at, and no pains spared to secure this. In the effort to secure this it will not do to depend simply upon notices through the county papers, nor yet to simply notify each Director, leaving him to notify the other members of the Board. A specific notice to each school officer in the county should be issued, and, if possible, a pledge to attend secured in return.

"3. *The Programme.*—Let the Superintendent look well to this. It is the pivot upon which the convention must swing toward either success or failure. He who intrusts his programme to the hands of a committee will probably find ample time for repentance. Having elaborated the programme let the Superintendent see that it is carried out, and be sure that the convention is not switched off upon some unimportant side-track.

"4. *Make these Conventions intensely practical.*—Many institutes, associations, and conventions have the life taken out of them by huge gusts of wind. Do not permit a son of promise, the child of your hopes, to be crushed under an avalanche of words.

"5. *Make these Conventions progressive.*—Each one should be an advance upon its predecessor. Like the consecutive chapters of a book, while each fills its appropriate place it should bear intimate relation to that which precedes and that which follows, while all taken together should constitute an interesting and profitable volume.

"6. *Let the County Superintendent insist that the fruits of the Convention be not lost.*—Every resolution worth adopting, every vote worth passing, every principle defined, should form the basis of future action in the Convention.

"Thus may we secure among school officers more interest, more unity, and greater efficiency."

Superintendent Messinger read a paper entitled, "How to Assist School Boards in the Transaction of Business," as follows:

"To assist school boards in the transaction of their business is an absolute necessity on the part of the county superintendent.

"To trust to school boards alone would lead to almost endless mistakes, and render it quite impossible to unravel the mixed up business that would come into the hands of every superintendent, in the form of reports and statements of various kinds.

"*How* to render the much needed assistance the most effectually, is a question not easily answered. The average school board of Nebraska, while generally composed of men of good sense and judgment on ordinary affairs, are not men who have been educated at our business colleges, and have not an extensive knowledge of business transactions, still they are apt to think '*they know,*' which usually makes it a very difficult task to enlighten them in the 'ways' of doing their business. It requires considerable tact and skill on the part of the superintendent to overcome these difficulties. It will not do for him to be plain-spoken, and tell them that they are wrong or that they *don't know;* this would only increase his troubles and drive them further away. He must use a little coaxing and flattery if he would succeed.

"There are many ways of rendering assistance, the enumeration of which is the object of this paper. The law defines the duties of the several district officers, but does not give them any idea of the forms or system of doing business. The superintendent should supply them with something of this kind. I have furnished them with a printed circular, sent out with the blank reports just before the annual meeting, giving in detail the business to be transacted at such a meeting, a copy of which I have here.

"The county superintendents should at times meet with their school boards, make a careful examination of their books and records, point out mistakes and correct what is wrong, explain carefully each item of business, and how it should be disposed of. He should furnish school boards forms for orders, petitions, tax certificates, and reports, always explaining how they are to be used, and many times, if he will fill up a blank or two as a sample for them to be guided by, it will be of great assistance to them.

"The superintendent, many times when a district commences with a new set of 'district records,' can greatly aid them by making the first entries himself, for they will usually follow the form very carefully.

"District meetings are great helps in the way of enlightening the people upon questions of law and duties both of officers and patrons of schools. A familiar lecture by the superintendent upon these several items will do much to arouse interest, and inspire a confidence in him on the part of all the people of the district. If the superintendent is particular in all his business with the districts, insists upon school boards doing their business with him correctly and promptly, he will in a great measure soon educate them up to better ways, and thus render them effectual assistance."

The following resolutions were adopted at the meeting in Lincoln:

IN REFERENCE TO NORMAL INSTITUTES.

Resolved, *First*—That each county superintendent should hold one normal institute each year.

Second—That it is also desirable that the superintendent hold local institutes in different portions of his county, of from two to four days' length.

Third—That the length of the session of the normal institute be determined by the superintendent. Provided, that said session be not less than two nor more than four weeks in length.

Fourth—That the superintendent should assume entire control of the institutes.

Fifth—That the instruction which is given in the different branches should be so arranged as to make each lesson a medium for conveying information on methods of teaching.

Sixth—That each superintendent holding such normal institute should prepare a course of study for the same, and require his instructors to follow it as closely as possible.

IN REFERENCE TO TEXT BOOKS.

Resolved—First, That school boards should be compelled by law to enforce the use of some one list of school books in their respective districts.

Second, That the County Superintendents do all in their power to induce the various districts in their respective counties to adopt the same list of books.

Third, That County Superintendents act under the advice of the State Superintendent, so as to co-operate together, and as far as possible secure a uniformity of text-books throughout the State; but that a State list of text-books be not established by law.

Fourth, That we consider the free book system as the most feasible means of securing uniformity of text-books, and urge upon County Superintendents the necessity of having this system adopted wherever it can be done.

Fifth, That we favor the enactment of a law prohibiting the changing of text-books more frequently than once in four years.

ON COURSE OF STUDY FOR COUNTY SCHOOLS.

Resolved—First, That the County Superintendent should provide a proper course of study for the schools of his county.

Second, That teachers should be required to follow this course as nearly as possible.

Third, That this course of study should indicate the branches to be pursued simultaneously, and not length of time to be consumed in any study.

Fourth, That promotion should be made in each branch, irrespective of grades, when proficiency is attained.

Fifth, That this course of study should include all branches required for a second-grade certificate.

Sixth, That by the records kept of each course it would be of great assistance to a teacher in determining the work done by his predecessor, and thus know where to begin work.

Seventh, That it will secure better scholarship by restraining teachers in their haste to pass through a text-book.

Eighth, That it will secure more systematical education by assigning to each study its proportionate share of time and attention.

Ninth, That it will facilitate and make necessary frequent examinations, thus acquainting the teacher with the defects and requirements of his work.

The Committee on Certificates reported as follows:

Mr. CHAIRMAN: Your Committee, to whom was referred the subject of professional certificates, believing that one reason why the teacher's profession is not a profession in fact as well as in name, is that legislatures as well as educators have failed to establish a professional grade, we would recommend that our State Legislature create a grade of certificates to be known as professional grade, which certificate shall be valid in the State during life or till revoked by proper authority.

Resolved—First, That in the opinion of this Convention, only two grades of State certificates should hereafter be given viz.: The First Grade and the Professional.

Second, That no examination for First Grade certificates should be granted except to persons who have held at least one First Grade county certificate.

Third, That permanent teachers of high character and broad scholarship, and who have a successful experience may, upon examination by the State Superintendent, or by a committee of three competent teachers appointed by him, receive a Professional State certificate.

THE SECOND SUPERINTENDENT'S CONVENTION was held at Wisner, beginning Feb. 30, 1880. Thirteen county Superintendents were present, and the interest was sustained throughout.

The convention organized by electing Supt. J. P. Sprecher, of Colfax county, Pres.; Supt. G. G. Gates, of Burt, Vice Pres.; and Sup't. W. V. Miller, of Washington, Secretary.

After some preliminary remarks by the State Superintendent upon the purpose of the meeting, the regular business of the convention was entered upon. County Superintendent Sprecher read a suggestive paper on "The Means of Making Normal Institutes Successful," which was discussed at length. The greater part of the time at this meeting was devoted to the discussion of questions relating directly to the work of the county superintendents, such as: "The Division of Districts and District Property;" "Means of securing Uniformity of Text-Books in Schools;" "Visiting Schools and How to Make it Profitable;" and the Revision of the School Law."

The following resolutions were unanimously adopted:

ON INSTITUTES.

Resolved—First. That each county Superintendent should hold one Normal Institute each year.

Second. That the length of the session of the Normal Institute be determined by the Superintendent, provided that it be not less than two nor more than six weeks.

Third. That the Superintendent should assume general control of the Institute.

Fourth. That the instruction given in the different branches should be so arranged as to make each lesson a medium for conveying information on methods of teaching.

Fifth. That each Superintendent holding such Normal Institute should prepare a course of study for the same, and require his instructors to follow it as closely as possible, and to report to him at the close of the Institute.

Sixth. That a law should be enacted by which an Institute fund may be created and Institute work be made uniform and permanent.

TEXT BOOKS.

First. That school boards should be compelled by law to enforce the use of some one list of school books in their respective districts.

THE STATE TEACHERS' ASSOCIATION.

The annual meeting of this Association was held at Seward March 30th–April 1st. The attendance was large, the exercises interesting and varied, the interest well sustained throughout.

Papers were read by the following persons: Rev. C. H. Crawford, "A Course of Study from Real Life;" Principal W. G. Scott, "Grading in the Public Schools;" Miss Jessie Bain, "Requisites to Successful Teaching;" Rev. Edward Thompson, "The Pictures we Make;" Miss E. Kingsley, "Industrial Drawing;" Rev. L. B. Shryock, "Aims and Principles of Study." The geology of Seward county was discussed briefly by Prof. Aughey, and Prof. C. D. Wilber gave a short extemporaneous address on the Physical Geography of Nebraska; Rev. J. J. Fleharty, "How can our Schools be Made More Effective?" A. L. Funk, "Oral Instruction as Tested by Actual Experience;" H. H. Wilson, "The State as an Educator."

Evening lectures were delivered by Prof. Stevens on "A Summer on the Mediterranean;" and by Dr. Robert Curry on "The Earth as a Model School."

Officers elect for 1880–81: Samuel Aughey, president; H. H. Nicholson, recording secretary; H. N. Blake, treasurer; Dr. Curry, W. H. Scott, W. E. Wilson, Mrs. H. N. Blake, Miss E. Kingsley, executive committee. The next meeting of this association is to be in March, 1881, place to be chosen by executive committee.

THE STUDY OF THE SCIENCE OF EDUCATION.

For one of the most important classes of teachers—spoken of a few pages back—no available professional instruction has been provided. That is the class made up of the graduates of our colleges and of the state university. None of our higher institutions except the normal school includes the science of education among the various sciences in which instruction is given.

Says Herbert Spencer: "The subject which involves all other subjects, and therefore the subject in which the education of everyone should culminate, is the theory and practice of education." And the venerable Dr. Thomas Hill, Ex-President of Harvard College, in a communication received not long ago: "If the science of education were introduced into colleges in this broad way, discussing fully these two great fundamental points—First, the order of development of the faculties; secondly, the order of studies and sciences—the effect would be happy upon every student, as giving him a better psychology and philosophy than he could otherwise get."

What is proposed then is that the science of education shall be put into the curriculum of our university and of our leading colleges. It is not meant that these institutions should open normal departments for the training of common school teachers. Such a scheme has been tried, but the success was not marked in the most favorable instances, and was generally a failure. It is proposed to introduce this science into our liberal courses of study—to give it a rank equal to and commensurate with its dignity and importance. It is conceded that at least two things must be considered in deciding upon the claims of any science to a place in a college curriculum. First, its utility as a means of training the thinking powers; and second, its utility as a means of preparing the student for the duties of life by furnishing useful knowledge.

That the study of the science of education would be valuable for discipline, perhaps no one acquainted with it would deny. I content myself with stating briefly some of the reasons that justify its study, derived from a consideration of its value as a preparation for the duties of life.

1. To begin with the most obvious and the one most frequently mentioned. It will be of great utility to college graduates that engage in teaching for a term of years. Many of this class occupy responsible places in our graded and high schools, where they not only teach, but are measurably instrumental in shaping the educational policy of larger communities. Surely such persons would

be better prepared for their responsible places if they had been carefully trained in the philosophy of the business they assume to direct. It is useless to say that these persons may go to the Normal School and acquire this knowledge; the fact is that we need not expect college and university graduates to go to the Normal School after graduation. They will not; and if they are to receive the kind of instruction in question, it must be furnished where they get the rest of their education.

2. But whether college graduates engage in teaching or not, they usually are intelligent and influential members of society and have great influence in shaping our educational policy. How much more intelligently they could do this work if they had been well trained in its principles during their college days.

3. Persons who have been taught or who have carefully studied the underlying principles of human culture will be better able to direct their own future education, and may be expected to make better use of their own opportunities.

4. The general study of this subject would lead to a higher appreciation of its importance in the community and tend to improvement of educational methods and arrangements.

Says Prof. W. F. Phelps, the distinguished normal school Principal: "We need not only scholars but educators; and all of our scholars ought to be educators, ought to study the science of education, and thus be able to lead the people to an appreciation of its supreme importance. * * All our higher institutions of learning ought to give to it a large measure of attention as the *leading interest* of a free people."

5. The introduction of this science into our university would tend to broaden, deepen, and at the same time to popularize its work. By recognizing the science on which all sound teaching must ultimately be founded, it would no longer discriminate against a most important and useful profession. The opportunity to pursue higher studies in pedagogy would attract many of the more ambitious graduates of the normal school and lead them to take a higher university course. This would strengthen the university and the teacher's profession at the same time.

The thought of this article is not new. In 1863 the writer contributed an article to the Pennsylvania *School Journal*, in which substantially the same ground was taken. Seventeen years of further study and observation have but strengthened and deepened the conviction of its importance then expressed. In these years the opinions of thoughtful educators have gradually been changing in its favor, and at the present time professorships of didactics, or of pedagogy, or of the science of education, as they are variously called, have been established in Michigan University, Missouri State University, Iowa State University, and the universities of Edinburgh and St. Andrew, in Scotland, and many of the German universities. Besides these universities, many colleges have instituted chairs of didactics, and the matter is under discussion in others.

To ascertain the present views of our leading educators in this country, quite an extensive correspondence was undertaken, and many valuable letters received. I had intended publishing these letters, but space will not permit. The introduction of this science into university courses of study is advocated by such men as Hon. B. G. Northrop, of Connecticut; Hon. J. P. Wickersham, of Pennsylvania; Hon. John Eaton, the U. S. Commissioner of Education; Pres. J. L. Pickard, of Iowa State University; Pres. Angel, of Michigan University; Hon. H. S. Tarbell, of Indianapolis; and Dr. A. R. Benton, of the same city; Prof. W. T. Harris, and many others of our foremost educators. A measure heartily endorsed by such men certainly deserves the attentive consideration of our higher institutions.

OUR STATE EDUCATIONAL INSTITUTIONS.

For a young state, Nebraska has made excellent progress in her arrangements for the education of her whole population. At the head of the list stands

THE STATE UNIVERSITY.

The following brief sketch of the present condition and prospects of this institution has been furnished, at my request, by the

Chancellor. It will be found to give some interesting facts concerning our leading educational institution :

THE UNIVERSITY OF NEBRASKA.

E. B. Fairfield, Chancellor.

The University has continued to enjoy a high degree of prosperity during the past two years. In respect to the attendance, it seems to have more than kept pace with the general growth of the state. Notwithstanding the short crops of the past season, there was an addition of more than fifty to the enrollment the last term, as compared with one year ago. As is naturally to be expected, the larger part of the students come from Nebraska. But the fact that twelve other states are represented in our catalogue indicates that the university has at least attracted some notice from abroad.

The death of one of the ablest and most experienced members of the faculty—Prof. Collier—has lett the chair of physics and general chemistry for the present unfilled. But the regents will no doubt, at a very early day, proceed to fill the vacancy. Otherwise the university is better arranged than at any time hitherto. And there is no reason why those who wish to acquire a thorough education in literature, science, or classics, ancient or modern, should go abroad for that purpose.

The industrial college needs reinforcement; and this want would be promptly met by the regents, no doubt, were the means furnished for doing it. In a great agricultural state, as this is and must always be, it is plainly our true wisdom to provide generously for this department. The provision made by the last legislature to pay the balance due on the college farm has been heartily endorsed by the people of the state. Other movements in the same direction would meet with like approval.

Within the last two years the erection of the university boarding hall has met a most imperative demand for additional accommodations—especially to ladies from abroad—and for boarding students at more moderate expense. Few institutions in the country offer so good accommodations at so low a price as the University of Nebraska has done for the last year.

The attention of the legislature will be called in due form, by the regents themselves, to their work and their immediate wants. And your response will be such as to indicate the active interest the people of the state everywhere feel in this the highest institution of learning in the commonwealth.

THE STATE NORMAL SCHOOL.

Elsewhere in this report I have written somewhat at length on the general subject of normal school work and our facilities for training teachers. Below is given a statement by the Principal of the Normal School, giving some details of interest:

STATE NORMAL SCHOOL AT PERU.

Robert Curry, Principal.

The two years which have elapsed since making my last report have been years of unexampled prosperity in the history of this institution. Its progress, though gradual, has been manifest, not only in its growth in numbers but in the increased efficiency of its able corps of teachers and in the earnest application, liberal attainments, and high character of its students. The school has had the hearty support of the Board of Education, and the utmost harmony has prevailed among the members of the faculty and the students of the institution. The school still comprises two complete normal courses, and is devoted exclusively to the preparation of teachers. Since my last report 90 students have been graduated —24 in the higher course and 66 in the elementary course. Nearly all of these are now engaged in teaching. The professional influence of the school is not limited, however, to its graduates; for most of its under-graduates, all of whom, while here, receive more or less special instruction and training for the work, become practical teachers.

Two hundred and seventy-five students have been enrolled thus far during the year 1880. Thirty-six counties of the state are now represented by pupils in the school.

Our library now comprises over 1,400 volumes, and our reading room is supplied with the leading periodicals and current literature of the day.

INSTITUTION FOR THE BLIND.

J. B. Parmele, Principal.

The Nebraska Institution for the Blind, located at Nebraska City, Neb., was opened in 1875.

Beside the principal there are three assistant teachers and five other employees.

Number of pupils enrolled, 28; average, 22.

Appropriations made by the last legislature (1879): Salaries, $2,500; current expenses, $4,500; permanent improvements, $950 per year.

The school has been prosperous to a degree satisfactory to its friends and patrons. There are doubtless many blind children in the State of suitable age and capacity who should be in the school and are not.

As tuition, board, medical attendance, are furnished free to all pupils residents of the State, all such should be enjoying its privileges.

A mistaken idea more or less prevails as to the real character of the institution.

It is neither a hospital nor a poor-house, but a *school* for the blind, and none are eligible except they be of school age and capable of receiving instruction. When the course of study is completed pupils are graduated as from any institution of learning.

Instruction is given in all the branches ordinarily taught in our best graded schools, also in music, both vocal and instrumental, and in some of the industrial arts; the boys being taught broom-making and cane-seating, aud the girls hand and machine sewing and knitting, crocheting, etc.

It is the aim to fit the blind for society, citizenship, and so far as possible, self-support.

NEBRASKA INSTITUTE FOR THE DEAF AND DUMB.

J. A. Gillespie, Principal.

During the last two years the Institute has been prosperous. It increases in numbers and efficiency each year. There have been eighty-one pupils connected with the school in this time. We have seventy present now. The legislature at its last session made appropriations for the Institute as follows: For erection of workshop, and other improvements, $4,500; salaries and wages, $5,640 per year; for support, $12,000 per year. The officers consist of the principal, four teachers, matron, foreman. There are nine other employees. The instruction here given is similar to that of kindred institutions throughout the country, the aim being to give the pupils a fair command of the English language and a good common school education. Two of our young men having completed the course here, have entered the National College at Washington, to take a college course. We teach articulation only to a limited extent, owing to the fact that we have no special teacher for this work. We should by all means have such teacher.

During the last year, we experimented with the audiphone, an instrument by which sound is conveyed to the auditory nerve through the medium of the teeth. We have found it an aid in some cases. It is of use only where the auditory nerve is sound and the teeth good. The last legislature made provision for a workshop. This building has been erected and is a great advantage to the Institute. We are teaching two trades, printing and carpenter work. We have ten boys in the printing office and eight in the carpenter shop. The girls are taught general house-work, needle-work, and fancy work. If provision could be made for it, a school of cooking should be established here as a branch of our work. The girls should be taught to cook on scientific principles. Education has a practical side to it, and this branch is certainly one of the most practical. There are schools of this kind established in connection with some of the deaf mute institutions of the country and they are found to be very advantageous. They not only prepare the young ladies for keeping their own houses, but open to them avenues in which to gain a livelihood where there will always be a demand for skilled workmanship.

We are greatly in need of more room. We sincerely hope the legislature at its coming session will make provision for the further increase in our numbers. The general outlook for the Institute is good, and its prospects are bright.

THE STATE REFORM SCHOOL.

In the report of this department, made just before the assembling of the last legislature, the policy and necessity of the establishing of a reform school were strongly urged. The suggestion was favorably received by the legislature, and a bill passed providing for such a school, to be located at Kearney, Buffalo county, and $10,000 were appropriated to erect buildings and support the school for two years. The building has been erected; but owing to some defect in the law the school cannot be opened without further legislation. It is to be hoped that the next legislature will promptly remove the defect in the law, make ample provision for carrying it into effect. Since the publication of the report referred to the writer has visited and carefully studied some of the best reform schools in the country. These visits have served to confirm and strengthen the opinions expressed two years ago in reference to this important institution.

Two important points have been settled by the action of the legislature. The school is located on a large farm (320 acres generously donated by the citizens of Kearney), and is far away from any of our large towns.

The building now erected is admirable in plan, and conforms to latest results of experience in other states. Everything thus far settled is admirable.

There are a few important points which the next legislature should carefully fix.

First—It must be a *school*, not a prison. It must be understood that young persons are to be sent there for *reform* and not for *punishment*, or simply restraint and detention. *Second*—Every scholar should be taught a trade or some means of earning a livelihood. As in this country there are at least four months in the year in which but little can be done out of doors on the farm, some indoor business must be provided. It is ruinous to the prosperity of such a school to leave the inmates in idleness any considerable part of the time. It is wise for us to profit by the dear-bought experience of other States. It would be folly for us to pay for similar experience in the same way they have done.

GRADED SCHOOLS.

Table VIII at the end of this report presents a condensed summary of the present condition of the graded schools of the state.

There seems to be peculiar difficulty in getting reports from these schools. After using every means within my power to obtain reports from all of them, there are still 19 unreported.

As the limits of this report will not allow a detailed account of all the graded schools, I have asked the principals of some of the larger towns to furnish a brief account of the condition, aims, and prospects of their schools. As far as such responses have been received, they are given below. It is safe to say that our graded schools are generally in a prosperous condition. With few exceptions, they employ the best teaching talent available; and it is believed that in effective work our schools of this class are not inferior to those of a like grade elsewhere.

OMAHA CITY SCHOOLS.

George B. Lane, Superintendent.

The public schools of Omaha are under the control and management of a board of education created by act of the state legislature, February 6, 1873. By this act the city constitutes one school district. The board of education is composed of twelve members, two from each of the six wards, one member from each ward being elected each year. The members are elected by the voters of the several wards, and hold their office for a period of two years. The regular meetings of the board occur the first Monday evening of each month. They elect their officers from their own members; and with restrictions in regard to time of less than one year, they have power to fill vacancies which may occur in the board. They elect a superintendent of schools annually in July.

Annually, during the month of June, the board make an estimate of the amount of funds necessary for the support of the schools for the ensuing year. This sum is reported to the city council, which body is required to levy and collect the same for the use of the board of education. This estimate is limited to *one per cent* of the taxable property in the school district. More than this sum can be raised for the erection of school houses, by special vote of the people.

School-Houses.—There are at the present time nine school-houses owned and used by the board, with a seating capacity for 2,800 pupils. A small church is also rented by the board and used as a school. One new eight room school-house is in process of erection, and will probably be ready for school use early in January, 1881.

The schools are in a crowded condition, and no doubt new buildings will be soon furnished.

Teachers.—It is the policy of the board of education to secure the best teachers, and to that end liberal salaries are paid. Of the forty-six assistant teachers now in the employ of the board, thirty-six receive a salary of seventy dollars a month. The principals receive a larger salary.

The following brief statement shows the entire number enrolled in the public schools, the character of attendance, and cost of the schools, for the school year ending Aug. 1, 1880:

Population of the city	30,652
School enumeration	7,285
Number enrolled in schools during the year	3,517
Average number belonging	2,477
Average daily attendance	2,310
Per cent of daily attendance	93
Number of pupils not absent during entire year	57
Number of pupils who were not tardy	573

Cost of supervision and teachers' salaries	$28,395	07
Cost of incidentals	8,397	00
Total expense of running the schools	69,573	05
Rate per pupil on the enrollment	19	78
Rate per pupil on average number belonging	28	08

Course of study.—To complete the entire course of study in the public schools requires on an average twelve years of school life. The average age at which the pupils enter school is about six years.

Primary Classes or Grades.—The first years of school are called the primary grades. During these years the pupils are thoroughly drilled in reading, spelling, elementary arithmetic, writing, and the correct use of language, with daily instruction in morals and manners. Great effort is made to make the instruction practical. The child is here taught to read well; to practice spelling daily, both orally and by writing words in sentences. The pupil is required to learn to write his name the first ten weeks in school, and during the first year he must learn to write well on slate, using both small and capital letters. Much attention is given to these primary classes, for in them we have a large number of children who never attend school long enough to pass into the higher grades.

INTERMEDIATE CLASSES OR GRADES.—The fourth and fifth grades or years in school the pupils receive a more thorough and advanced knowledge of the studies of the primary grades. Language is treated orally as a science, and some of the technical terms are made familiar to the pupils. Letter writing, business forms and their uses and applications, are also carefully taught. The subject of geography is also introduced in these grades.

GRAMMAR CLASSES OR GRADES.—The sixth, seventh, and eighth years in school are called the grammar grades. Here the subjects of reading, spelling, writing, arithmetic, grammar, and geography are continued and completed. In the eighth grade, the subject of U. S. history is introduced and completed; likewise the subjects of physical geography and book-keeping.

HIGH SCHOOL.—Those who complete the grammar grades, and desire to pursue their studies, are offered the additional course of four years in the high school.

We have at the present time eighty-five pupils in the four grades of this school. Those who complete the course receive a diploma of graduation from the board of education.

In the high school a thorough course of three years is given in literature; four years in Latin (optional); and a corresponding course in mathematics and the physical sciences.

The aim and object of the course in the public schools is to give all who attend material aid in life, by forming such social and mental habits as will enable them to make good citizens and successfully perform their part in the great school of life.

THE PUBLIC SCHOOLS OF LINCOLN.

W. W. W. Jones, Superintendent.

During the six years of my incumbency, the growth of the city, and as a consequence the growth of the schools, has been remarkable. Our school population has nearly doubled during this time and it has been no light labor to meet the growing necessities of the schools. I find by the records that the first school in this district was taught during the winter of 1867–8, in a small stone school house situated on the corner of Q and Eleventh streets, and the average number of pupils was thirty-five. In the autumn of 1872, Mr. I. W. Cassell was made superintendent of schools, and during the year there were 791 pupils enrolled. During the year closing June 11th, 1880, there were enrolled 1,772 pupils. New schools have been opened each year, until now we have twenty-four teachers employed. Our daily average attendance has been a little more than fifty to each room. This large attendance has diminished the effect of work done; nevertheless we feel that some good work has been done and that the schools have not retrograded. We have endeavored to raise the standard of scholarship and think we have succeeded in doing so.

An outline of our work may be of some interest. The High School has two courses of study arranged somewhat similar in their scope, a classical and an English course. The object of the classical course is to prepare pupils for commencing a complete college course. We aim to prepare our graduates for the State University, and although we have had many difficulties to encounter, we hope ultimately to raise the standard of graduation so high that our diplomas will be sufficient passport to enter the State University. To this end, the course of study includes English Grammar and Composition, U S., English, and General History, the elementary sciences such as Physiology, Physical Geography, Botany, Zoology, Natural Philosophy, Chemistry, and Astronomy; the elements of Algebra, Plane Geometry, two years of Latin, and two of German. This course has been followed, not with entire satisfaction, but with sufficient good results to show that if fully carried out our object will have been attained. Many pupils who expect to take a course in the University prefer to enter the preparatory classes there rather than to finish the High School course, and many pupils have entered that class who otherwise would have taken a full High School course. As a consequence our classical classes have been reduced in numbers, and we have not been able to fully test its adaptability. Would it not be wise for the State authorities to arrange a course of study which, being acceptably completed, would admit pupils to the Freshman class, subject, of course, to the approval of the Regents or Faculty of the University? It seems to me that some such plan might be perfected and worked harmoniously. A system similar to that adopted in Michigan, which I understand has stood the practical test of time, would tend greatly to the efficiency of our High Schools and help build up the University. Uniformity of work throughout the State; the ability to compare results; a generous emulation among the schools; a fuller appreciation of higher education and a better preparation for it; a better and larger class for the University; these would be among the advantages of such a system.

Our English course is especially for those who expect to go no further than the High School. It is similar to the classical, but omits the study of Latin and German. More attention is paid to English Literature and Composition; Political Economy and Civil Government are studied, and during the past year a class in Bookkeeping has been added. The satisfaction given by this study, and the results attained, render it advisable to continue it and to enlarge its scope. Many of the graduates from this course are doing acceptable work as teachers in the surrounding country. Our intention is to build a sound foundation for usefulness, and as far as possible to prepare our graduates for practical life. Three years are hardly sufficient for this work, but the opposition to High Schools, so general throughout the country, has not been wholly wanting in our midst, and we have preferred contentment with what we have rather than strife for what we have not, and murmurs about *top-heavy* High Schools. We now number about seventy in this department.

Our Grammar Department has been very full and the work has been very acceptable. Our intention is to complete in this department a good common school education. Very many pupils in our public schools get no further than the grammar school, and hence the great necessity to make this school as complete as possible. Many topics are taken up by the teacher and oral instruction given upon many subjects that it would be impossible to take up as regular class studies. More attention is given to the use of language as a vehicle of thought than to the technical laws of gram mar. Writing and drawing are carefully taught and the common branches are by no means neglected.

The Intermediate and Primary Departments contain the great majority, so far as numbers are concerned. Our aim is to be as thorough and complete in our work as the ages of our pupils will permit. Our system is intended to draw out rather than pour in. We have been teaching our infant classes to write in manuscript letters and our success has been gratifying. Children six years old learn easily to form letters on correct principles, and many of them write better than numbers in the grammar department.

In conclusion, we think our schools compare favorably with schools of their class throughout the West. Our teachers are generally earnest and thoughtful, and their work faithfully done. Reviewing the work of past years, we can see many faults and things to regret, and only hope to grow better by earnest endeavor and careful survey of the errors of the past.

THE PUBLIC SCHOOLS OF FREMONT.

Wellington W. Drummond, Principal.

Fremont, a town of 3,300 inhabitants, has three school buildings; two of brick (containing respectively seven and four rooms) and a small frame.

The city superintendent, who is also principal of the high school, with eleven lady assistants, comprise the corps of teachers.

The schools consist of four departments: High School, Grammar, Intermediate, and Primary.

The high school course, being mainly calculated to fit pupils for teachers, includes such branches as are required to obtain a first-grade certificate, together with the classics (if desired).

The school census of April, 1879, shows a school population of 759 children; and of these 676 were enrolled during the year (September, 1879, to June, 1880). Upon the opening of the schools in June, 1880, 560 pupils were in attendance, this being the largest number ever enrolled in a corresponding period of time.

The rapid growth of the city and of the schools during the past three years has necessitated the erection of two buildings and the addition of three teachers to the corps, during that time, while the number of candidates for graduation has increased from two to eight.

PLATTSMOUTH—CITY SCHOOLS.

J: W. Love, M.A., Supt. and Principal.

Plattsmouth is the *third* city in our state in number of pupils attending her public schools.

During the school year of 1879-80 the enrollment was over 800.

The year 1880–81 will show a great increase in her schools, as the city has had unusual growth and prosperity during the last year.

For the school year of 1879–80 the average attendance was 520. During the same time the entire expense of her public schools was $5,244.04, making the average school expense per capita only $10.08.

The schools of this city are amply supplied with a full line of charts, maps, globes, and apparatus in every department.

The high school sent out over twenty teachers during the last year, and *only* one of them failed to pass for second-grade certificate on the state questions—some securing first-grade certificates. A special class is provided for all preparing themselves for teachers.

The city schools are graded as follows:

Primary Department, three grades.

Intermediate Department, three grades.

Grammar Department, two grades.

The High School Department has three courses of study, viz.:

Teachers' Course, two years.

English Course, three years.

Latin Course, four years.

The English and Latin courses are the same as in high schools generally.

The Teachers' course is optional to those completing the Graded and Grammar departments and to all entering the high school who can go only for a term or few months and want to fit themselves for teaching.

Many of our young men and women from city or country can not spare the time or expense to take a complete high school course, and so are kept out of our public schools and deprived of free education, unless we admit them into such classes and studies as their immediate necessities or near future occupation demand.

By having this Teachers' course, many teachers from the country and abroad take advantage of it and enter, maybe for only a month or part of a term, but nevertheless their presence, earnestness, industry, and example have a most beneficial effect on the city students.

HASTINGS PUBLIC SCHOOLS.

C. J. Davis, Principal.

Our school was organized under a graded system, in April, 1877. We formed seven grades, with one hundred and seventy-six pupils enrolled, in charge of four teachers.

Since then we have added five grades, the last three of them forming a high school division. We have adopted a course of study, a copy of which I sent you a year ago. The course is now used entire, and German has been added as an elective branch. It is conducted by the word method, and is a success.

We enroll four hundred and fifty-seven at date, in charge of ten teachers.

We have aimed in the course of study to give the essential rudiments of an education that may be applied by those who are forced from school in very early life, viz.: the use of words in sentences; what a complete sentence is, and its appendages; to be quick and accurate in computing integers and decimals; to write intelligently and spell correctly; to read understandingly; and to be able to reproduce from memory, orally and in writing, correctly.

NEBRASKA CITY PUBLIC SCHOOLS.

M. M. Munger, Superintendent.

An entirely new course of study has been adopted for the public schools of this city. The work has been systematized, so that coordinate grades are upon the same subjects at the same time. Some changes have been made in text-books, greatly to the satisfaction of teachers and pupils. There is as much earnestness in teachers and pupils as could be expected of those who earnestly desire to do well.

There have been no complaints from any source, save possibly an occasional one of the most trivial character.

Self-reporting of deportment is in use, and works well; also every pupil is required to mark his own scholarship at the close of every recitation; and at the end of each month each pupil is required, under the careful direction of the teacher, to make up his own averages.

The stimulus to earnestness of this system of self-marking and self-reporting is simply astonishing. Teachers would find a great help and a great relief, I fully believe, by using it.

Cards designed for these schools are used.

Tardiness is our greatest obstacle. It is, however, closely watched, and every effort is made to reduce the evil.

There have been but four cases of suspension, and no case of expulsion, nor of corporal punishment. A firm reliance upon the power of moral suasion has been the rule with all the teachers. The Bible is regularly read at the opening of the schools, followed by singing each morning. Each Friday afternoon is devoted to oratorical and literary exercises; and at the end of each three months examinations are held.

Additional to the regular course of study, Latin is taught in the high school.

The accompanying statistics, taken from the last monthly report of the superintendent, will perhaps give all the facts requisite:

Number enrolled, 692; average number belonging, 616; average daily attendance, 582; per cent of attendance on average number belonging, 95; per cent pupils tardy, 23; visits by principals, 24;

visits by superintendent, 22; visits by teachers (half-days), 2; visits by citizens, 61.

PUBLIC SCHOOLS OF BROWNVILLE.

W. E. Wilson, Principal.

The number of pupils enrolled during the present term is 365. Eight teachers are employed, all ladies except the principal.

In the primary department, which includes the first three years in school, are three teachers and 170 pupils. In the intermediate department, extending over three years, are two teachers and 100 pupils. In the grammar department, occupying two years, are one teacher and fifty pupils. The high school course occupies three years, and a preparatory year for pupils who require extra training in elementary subjects. The principal and an assistant are the teachers in this department, and forty-five pupils are in attendance.

The school board and the people are liberal and hearty in their support of the school, and many of the pupils give bright promise of success in school and in life.

The school aims to afford to all the children of the district the opportunity of getting as much and as good education as possible. It is especially sought to teach all pupils, as early as possible, to read intelligently and to write legible and correct English. It is not the aim of the schools to finish scholars, but to teach them some important things thoroughly, and to do some things well In the high school, the first thing sought is thoroughness in the fundamental and directly practical subjects in a common school education. After this is secured, pupils are encouraged to go on to higher subjects, and are aided in preparing for higher institutions or for life's business.

PUBLIC SCHOOLS OF BEATRICE.

L. B. Shryock, Principal.

The graded schools of Beatrice are in good condition. We have eight grades and a four years' course in the high school. There are eight teachers employed, besides the principal, and all find work. The grades are well arranged and well sustained. The aim is to make the eighth-grade pupils proficient in all the common school studies, and then in the high school to prepare them for business or the freshman class of the university.

The discipline is fair, and improving; the people seem gratified.

The enrollment is now 475, and the higher grades will receive some fifty to seventy-five more as the winter comes on.

DENOMINATIONAL COLLEGES AND SEMINARIES.

No exhibit of our educational condition would be complete without some account of these valuable institutions. In the early days of Nebraska several ambitious attempts at the founding of denominational schools were made. On some of them, as at Fontanelle, Oreopolis, and Fairbury, considerable money was expended. These efforts, though laudable, were premature, and they were in time abandoned.

But as years rolled on, with the increased population and wealth of the state, the attempts were renewed, and several promising institutions of this kind have been founded within eight or ten years past.

Though not required by law to report to the School Department, a note to the chief executive of each school brought at once a a courteous response. The facts as given in the following brief notices were in each case procured in this way:

DOANE COLLEGE,

Situated at Crete, Saline county. Prof. D. P. Perry, Acting-President.

Doane College was located and organized by the General Association of Congregational Churches in Nebraska, in June, 1872. It is conducted on distinctively Christian principles, its trustees and instructors believing that the highest results of intellectual training can only be secured as Christian character is carefully developed.

Starting with a few preparatory students, it has graduated four classes, taking them through full classical or scientific courses. The past year there were 121 in attendance, of whom 15 were in full college course, 40 in preparatory department, and 66 in the English course.

The corps of instructors has been increased to six, apart from three teachers in music, drawing, and elocution.

There are four full courses of study. The collegiate classical and collegiate scientific cover each four years, with three years of preparatory work—the scientific course giving prominence to German and the advanced sciences. The literary course, omitting Greek and some of the higher mathematics, pays special attention to literary and historical studies. It extends over five years. The teachers' course is designed for those who intend to teach. It covers more ground than the usual normal school courses.

The college has a good beginning in the way of apparatus. It has two large globes and the best microscope in the state. It has a library of over 1,500 volumes. It has one of the finest collections of shells in the West. Its collections of minerals and natural history specimens are large and valuable. A good beginning has been made in chemicals and chemical apparatus. All of these helps, as well as the surveyor's transit, are at the service of the student. A good knowledge of surveying is gained by field practice, while great care is taken to familiarize the student with the contents of the library.

The students have an organization known as the Hesperian club, devoted to literary effort. It is conducted with much enthusiasm, and affords ample opportunities for special literary work. It also publishes a paper called the Doane *Owl.*

The great event of the past year has been the completion of Merrill Hall. This substantial brick structure, costing nearly $13,000, occupies a commanding site upon the college campus. For the most part it is the work of the Christian people of Nebraska. Some two thousand persons, many of them children, contributed to its erection. It has thirty-two rooms, which are used for library, cabinet, chapel, recitation rooms, and young ladies' dormitories.

The endowments have been increased the past year from Eastern sources, and various churches in the state are now engaged in fitting up rooms for students in the new college building.

Tuition is less than one-sixth of the actual cost, ranging from $14.50 to $21 for the year. Ordinary price for board is $2.50 per week. Many students help to support themselves by teaching in district schools.

Good religious influences prevail. The young men have their Young Men's Christian Association, and the young ladies their organization of Good Workers. Nearly all the graduates and under-graduates are professing Christians.

THE NEBRASKA CONFERENCE SEMINARY,

Situated at York, Nebraska. Rev. E. Thomson, President.

The Nebraska Conference Seminary, established by the Methodist Church in this state, and the only institution under their patronage, was opened at York, in York county, on January 7th. It is now doing a good work, though only in its *third term* of existence. Its annual enrollment is 143. A commodious frame building has been fitted up for the use of the institution at present, and one wing of a building, to cost when completed $50,000, is in process of erection.

A faculty of nine experienced instructors are employed in the different departments.

The courses of study are as follows:

I. A preparatory course of one year, embracing a thorough drill in the common English branches.

II. A normal course of one year, embracing all the studies required for a first-grade certificate,

III. A business course of one year, embracing all the studies required for a good business education, being much more comprehensive than any commercial college course.

IV. A fine art course, embracing drawing, crayoning, landscape and portrait painting in oil and water colors.

V. A musical course, similar to that of the New England Conservatory of Music, at Boston.

VI. A scientific course of three years, the completion of which will secure the degree of B. S.

VII. A philosophical course of four years, the completion of which will secure the degree of Ph. B.

Though not a year old, the institution is beginning to acquire some financial strength. It has

Real estate	$4,000 00
Building fund (invested at ten per cent)	9,837 98
Building fund (on subscription)	263 00
Endowment fund (invested at ten per cent)	3,872 50
Total	$17,973 48

THE NEBRASKA WESLEYAN UNIVERSITY.

Situated at Osceola, Polk county. Organized in May, 1879. Academical department opened September 10, 1879, with ten students. Musical and commercial departments opened January, 1880. Enrollment first year, 87. This institution has a campus of ten acres and forty-six acres of land adjoining, the gift of Hon. J. H. Nidrey, Gov. Nance, Mr. Charles Morrill, Mr. H. Smith, and Judge Lowing. A building is in progress. Though not officially adopted as a church school, it is under the direction of a board of trustees, a majority of whom are members of the Methodist Episcopal Church. The attendance during the present academical year is much larger than last.

NEBRASKA BAPTIST SEMINARY.

Situated at Gibbon, Buffalo county. Rev. G. W. Reed, Principal.

Opened November 8, with 67 pupils—26 in preparatory course and 41 in the seminary. The institution possesses a large building, finished and furnished. The course embraces three years of academic study. Two teachers besides the principal are employed. It is intended to raise this institution to collegiate rank as soon as practicable.

PAWNEE CITY ACADEMY.

A. K. Gowdy, Principal.

Is an institution under the private management of the principal. It was first opened for the reception of students on the 30th of October, 1877. It was instituted by the advice of a number of citizens of the county, in the belief that such schools would, in the near future, be called for in the state. As set forth in the catalogues of the school, "It is the aim of the academy to afford to young people facilities for acquiring a good, practical English education, and to prepare those who expect to take a college course for entering college."

The school was begun with four pupils. The number increased gradually, so that in the course of the first year there were thirty-six on the roll. The second year, with better facilities, more satisfactory work was done, and sixty-four students received instruction within the academy walls. The third year showed a marked increase in attendance; and the prospects of the school, now in its fourth year, are more encouraging than at any previous time in its history. The school continues in session throughout ten months in the year. A number of the students have done and are now doing excellent work as teachers in the schools of the county. Several of the under-graduates (no class has yet finished the course) have received first grade teachers' certificates from the county superintendents.

There are two courses of study, an English and a classical, each of three years.

Vocal music forms a part of the regular course of study. Instruction is also given in instrumental music to those who wish it. I feel warranted in saying that the future of the school is assured, as its growth has been healthy—not forced by wide-spreod advertising, but as I hope by the character of the work done in it.

CREIGHTON COLLEGE.

Situated at Omaha. Thos. H. Miles, President.

Creighton College was built and endowed with funds left by the late Edward Creighton and wife, nobly ambitious to forward the cause of sound education.

The college is now in its third year of existence, classes having been opened in the September of 1878.

We began with a few elementary branches: but it is our aim, in time, to furnish our students the advantages of a complete academical and collegiate course, at the same time that we intend not to omit such other branches as will fit them for the various avocations in life.

Our average attendance is two hundred.

Our libraries, both college and students', though small as yet, are very select; and as every year additions will be made, it will be our aim to maintain this character for them, admitting none but standard works.

INDUSTRIAL EDUCATION.

The term Industrial Education is comparatively new, and designates what is to many a somewhat unfamiliar idea. The term was suggested in some such way as this. In comparing the working ability of educated and uneducated men, it was found that the educated, as a class, were more efficient and successful.

This comparison suggested the thought that if with a system of education not specially adapted to the wants of working men, such valuable results were secured, how much could be done under a system which *was* so adapted. The term industrial education was devised to indicate such a kind of education as would be specially advantageous to all classes engaged in industrial employments. The term is now well established in educational literature, its import clearly settled, and its legitimacy vouched for by the National Educational Association, which a few years ago organized a department called the department of Industrial Education.

What is industrial education, and what are its characteristics? What are its claims to our attention, and why should it be fostered? What beneficial results may we expect to flow from its extension? It will be observed that we use the term education as significant of a condition of mind, and also for the exercises by which that condition is sought to be produced.

The word education includes the instruction, direction, and care which parents and teachers bestow upon the young in order to shape their character, to promote the harmonious development of their active powers, and to subject their activities to the control of reason and conscience.

A knowledge of the principles, maxims, and forms of law, with something of skill in applying them to practice, constitutes a legal education.

Knowlege of the structure of the human system, the relations of its several parts, its conditions of healthy action, and the diseases to which it is exposed, together with a degree of skill in promoting one and removing the other, is called medical education.

Following the same analogy, knowledge of the products, laws, and processes with which men operate in the development of material resources, accompanied by some skill on applying them to practical life, we call industrial education.

An education such as this definition calls for should impart both knowledge and skill. An educated man should be trained to *do* something as well as to *know* something. He must have arms and the power to use them. There is a sentimental view of education which ignores this important truth. Those who hold it prate much of culture, using that word as nearly synonymous with polish. Now polish is a good thing in its place, and is objectionable only when it is made a substitute for something better. A good razor ought to be polished, but one which has nothing but polish to recommend it would not sell well in market. A human being who has no mission in life but to act as a dummy on which to exhibit somebody's literary and classical polish is—a humbug.

The acquisition of knowledge without skill to use it is not education in the best sense; neither is the acquiring of skill alone properly called education.

Skilled labor and *educated* labor are different; the former may be gained by imitation and routine alone; the latter requires intellectual efforts in addition. The Chinese have many skilled workmen, but few educated ones. A Chinese tailor undertook to make a coat after the pattern of one furnished him, and imitated it so closely that the new coat had a patch on the elbow just like the old one.

In all education for industrial ends, after the fundamental attainments of reading and writing, which are the means of gaining education, rather than the thing itself—the subsequent training should bear some relation to the future life-work of the student. How much of general study is best before a student gives any attention to special work, cannot be discussed here. I will, however, venture this suggestion : that many students are totally unfitted for future success in industrial callings by the stupefying effects of the cramming process sometimes mistaken for disciplinary study.

Industrial Education properly embodies these subordinate ideas: Knowledge of the materials with which the industries deal, and of the forces of nature which are employed in productive labor; skill in the manipulation of these materials and instrumentalities used in the manufacture or growth of products, and such a bias of mind toward industrial pursuits, such a belief in their respectability and utility, that the student will feel like making them his life-work.

After the fundamental arts of reading and writing are mastered, natural science and mathematics are the true foundation for extended industrial education. A telegraph operator should be thoroughly versed in the laws and manifestations of electricity; a horticulturist should master the sciences of vegetable physiology, agricultural chemistry, and kindred subjects; the stock-breeder should be acquainted with animal physiology and anatomy. And thus we might go the round of industrial pursuits, and we should find that each rests upon and draws useful facts from some theoretical science. But the student of Industrial science must not rest satisfied with abstract principles. He should follow scientific truth into the region where it may serve to direct in the practical duties of life. For instance, a student of general entomology might give no more attention to the honey bee than to any other of the numerous insects he studies. But the student of industrial science studies the bee in both its scientific and economical aspects He strives to discover how its habits and instincts can be utilized in the production of human wealth.

The disposition to apply scientific truth to practical and humane uses is a characteristic of many of our greatest men, past and present. The moment Davy discovered that flame would not pass through wire gauze, he at once applied the principle to the construction of a safety lamp to prevent explosions in coal mines. When Franklin discovered the identity of lightning and electricity, his first thought was, how can it be utilized to protect people from danger, and the lightning rod was the result.

It is notorious that a man may know much science and be utterly unable to apply it to any practical uses. I have seen a teacher instructing a class in physiology, the science of living, in a room perfectly sickening from want of ventilation.

It is not so much what is taught as the manner and spirit in which it is imparted that distinguishes purely scientific instruction from that which is both scientific and industrial.

Once, in consultation with the president of a state university of an adjoining state, I asked him on what grounds he claimed that his institution should be ranked as an industrial school. He said they taught chemistry, and botany, and mineralogy in it, and that these sciences were the foundation of many industrial arts. Does the fact that human physiology is taught in a school constitute it a medical school ? Or if the constitution of the United States is taught in a country academy, does that entitle us to call it a law school ? Hardly. No more does the mere teaching of science in an institution of learning constitute it an industrial school.

Secondly, an industrial school must give its students training in manipulation, both with the design of securing more accurate and reliable scientific knowledge, and as a means of keeping up the training of the active powers. Knowledge continually poured upon the mind after a while surfeits. To prevent this, there must be a constant stimulus applied to the active powers. Some one has said that "the mind becomes sick with knowing and is cured by doing." Every teacher of chemistry knows that it is impossible to teach that science successfully without laboratory practice.

To become versed in practical horticulture a student must have practice in all the arts pertaining to that pursuit. He must prune, bud, graft, train, and cultivate. He must study the real growing plant, with all nature's mysterious forces at work within and about it. He must get knowledge at first hand from nature, not through books alone. So, too, in agriculture and kindred branches. It is not enough that he should study the sciences which bear on and underlie the arts of farming. He must study them in their relations to real life. To know the good points of a living animal he must study the living animal, not a picture or description of it. And so on through the whole round of human industries, knowledge and skill should go hand in hand—knowledge to direct in the acquirement of skill, and skill to render knowledge more definite.

Thirdly, the student of industrial education should receive such instruction and dwell amid such surroundings as will turn his thoughts toward the pursuit of the industries, instead of away from them. If the disposition of teachers and the general spirit of a school are such as to draw students away from industrial pursuits and lead them to crowd the ranks of the already over-full professions, that is not the spirit of an industrial school. I do not claim that because a young man was born on a farm, that it is any reason why he should always stay there. On the contrary, I would give the fullest opportunity for every young man to achieve the destiny to which he feels called. But it is notorious that in many of the schools any employment not professional is sneered at by a majority of both teachers and students. This may do in schools for the professions, but is utterly out of place and should not be tolerated in an industrial school.

Instead of this, the spirit which should prevail in an industrial school is that which treats manual labor as honorable, just in proportion to the mind which the laborer brings to it.

There are diminutive souls who think any kind of manual labor degrading; there are others who by some kind of inconceivable logic have convinced themselves that selling turnips is a much more dignified employment than growing them, or that standing behind a counter measuring off ribbons is more refined and elevated employment than standing behind a loom and weaving them. I prefer to think with Horace Mann, "It is every way creditable to handle the yard-stick and measure tape; the only discredit consists in having a soul whose range of thought is as short as the stick and as narrow as the tape."

These are some of the leading peculiarities of industrial education that distinguish it from what may be called a purely scientific or literary education.

It may not be amiss to remark, in passing, that a farmer or mechanic is also a citizen, and has a citizen's rights, and rests under the citizen's obligations. In this he is not different from others. The more sound his education, the better he will be able to comprehend the duties of a citizen and the more effectively to discharge them. An industrial education, for this reason, ought to embody some knowledge of our governmental structure and of political economy.

Questions of the greatest national importance are frequently decided by the votes of working men at the ballot box. Is it not of the highest importance that all charged with the decision of such momentous questions should be able to bring to that decision not only a cultivated intelligence and a tender conscience but an honesty above suspicion. The greatness of a nation does not depend on the number of bales of cotton produced or the number of bushels of corn grown, so much as on the intelligence, patriotism, and high moral character of its citizens.

What ends are to be gained by fostering industrial education? These are numerous. I can mention but a few.

1. Give the farmer or mechanic more knowledge of his business and he will produce more with a given amount of labor. The raw material he produces can thus be furnished cheaper to the manufacturer, and in the end all classes will get more of the material comforts of life from a given expenditure of human labor.

No one but those who have given special attention to the subject can fully realize the enormous increase in human comforts brought in by our modern civilization. In the fifteenth century, when a piece of land was sold, whoever had it rented lost his crop, which went with the land. Recall the condition of farming in Great Britain when a law had to be passed requiring a farmer to sow at least one bushel of wheat; or one forbidding him to draw the plow by fastening it to his horse's tail, or an enactment making it a penal offence for a man to plow with an implement which he had not made. Imagine the amount of human toil saved by the introduction of wind, water, and steam power. What an enormous amount of human labor it must have required to grind the grain of a great nation by hand mills. And yet these improvements are comparatively modern.

But the point to be specially noted is that all improvements in the condition of working men have been produced by and contemporaneous with a corresponding advance in intelligence among them.

2. A great saving will result from the diffusion of industrial training.

A very moderate knowledge of the simpler principles of mechanics, as applied to farm machinery, universally diffused among farmers would save us hundreds of thousands of dollars every year in the diminished wear and tear of farm implements and machinery. Ignorance on the part of those who use machinery shortens the lifetime of our farm implements and machinery fully one-half.

Again, there are many boys of a practical turn of mind who do not relish the abstractions to which they are now confined at school, and who on this account leave as soon as possible. Many of these might become admirable scholars, expert workers, and useful men, if they could be educated in a well managed industrial school. Such boys can be reached only through their activities. Awaken their intelligence through active labor, and you will find them seize upon knowledge presented through this channel with avidity, when the same presented in the ordinary abstract form would be treated with indifference.

How may industrial education ~~be~~ promoted?

1. By arousing the public to a sense of its importance, and by disseminating just views of its character and results.

2. By making certain changes and improvements in the kind of education furnished in our public schools.

The term industrial education, as has been said, is used to mean two different things: *First*—Training in the manual arts, which make up some trade—that is, learning a trade. European trade schools are frequently referred to as one form of industrial education. *Second*—Instruction in such kinds of knowledge as fit for the intelligent acquirement and successful pursuit of some industrial calling.

INDUSTRIAL EDUCATION IN THE COMMON SCHOOLS.

Training in manual arts to any considerable extent in our common schools for the present seems impracticable. But it would not seem difficult so to shape our instruction in the public school that it will better fit the pupils for acquiring industrial pursuits, without in the least impairing its usefulness for other purposes. Referring to what was said in a preceding page on the elements of an industrial education, it will be seen that much may be done even in our elementary schools to fit the pupils for the acquirement of industrial employments. Three things may be mentioned as primary and fundamental: Reading of our language as embodied in written or printed words, and also the language of form as embodied in drawings. The art of gaining knowledge from the printed page should be taught early, systematically, and thoroughly. Not only the ability to read, but a taste for reading should be imparted. And next to this in importance to the future artisan is the power to read drawings, to get knowledge through the graphic language, which speaks to the eye through visible forms, and which is now the only universal language.

Second—Pupils should be carefully trained in the power to give expression to thought in the two forms of writing and drawing.

Third—The art of computation for business purposes and the keeping of accounts.

These I take to be the essentials of a good common school education. Every pupil who remains in school to the age of twelve should have acquired them thoroughly by that time. I believe that if our schools were all as well taught and managed as are the best, this could and would be done.

It is true that with the exception of drawing all of these things are taught with more or less skill in our schools. But in some schools—and schools reported among the best—the teaching of these fundamental arts is so hindered by unfavorable conditions by the multiplicity of other things thrust upon the child's attention by a lifeless, mechanical, unthinking way of teaching, that while there is a great noise of machinery and but little real work done. Let me not be misunderstood here. I think the teachers of Nebraska are not inferior in zeal, intelligence, or skill to those of any other state. And yet I think there is room for improvement. Is it strange that there should be? A majority of our teachers—and the same is true of other states—have had less than two years' experience. You can hardly expect young men and women, with such a limited experience, to comprehend the full meaning of all that they do. It is for those who from greater experience and more extended study have come to see more clearly the bearing of means upon ends in education, to direct this elementary work in the best channels.

Undoubtedly we are making progress in the right direction. But progress will not be hastened if the defects of our teaching are never pointed out, or the means of doing better suggested.

I have formed the opinion that continuous educational progress in the right direction requires that we must attend to certain conditions. These are:

1. Concentrate the pupil's attention on fewer subjects, and thus develop the power of continuous work.

2. Distinguish between knowledge and skill; and remember that skill cannot be acquired but by practice.

When you wish to test a pupil's knowledge of an art call upon him to practice the art, not ismply to tell how it ought to be done.

4. Select the useful and necessary parts of arithmetic for early study, and leave those which are only curious—such as "casting out the nines," "arbitration of exchange," "circulates," etc., etc. —to the high school or the college.

5. Teach the *use* of the English language in the only way it can be done—by abundant practice under the guidance of a teacher who can herself write easily, and leave the study of theoretical grammar to the higher schools.

6. Teach industrial drawing—which is *not* mere picture-making—in connection with penmanship from the beginning of the school course.

7. Measure the advancement of the pupils, not merely by what they *know*, but by what they can *do*.

These seem to me to be the leading conditions of the best elementary scholastic training for those who will follow industrial pursuits. Indeed, I think such training would be equally good for all classes.

I do not mean to intimate that this should be the extent of the training of those who are to be the workers of society. By no means; all that is intended is to insist upon the proper acquirement of these fundamental things.

INDUSTRIAL EDUCATION IN SECONDARY SCHOOLS.

All that I have indicated as possible in the direction of industrial education in the primary and ungraded schools may well be continued in the higher schools.

But in certain instances something more can and should be done.

There seems no reason why in our larger towns there may not be established schools for the training of young men and boys in manual arts. In modern phraseology, a trade school is a place where persons are taught trades. A school of manual arts is a school where no trades are taught, but only the manual arts that underlie the trades, and which must be learned before one can work at a trade. For example, dexterity in the use of a file is an art which nearly all workers in metal must possess before they can be masters of any metal-working trade. So soldering, welding, tempering, forging, etc., are all arts, not peculiar to any one trade but common to many. In the trade school a large mass of material and appliances must be accumulated before the work of learning a trade is begun. Then the teaching is expensive, for in a considerable part of instructive mechanics it takes one man to teach another. But in the school of manual arts, a whole class can be taught by one instructor. Class instruction is obviously cheaper than individual teaching. Again, in the trade schools where the pupils make things to sell, either the supervision must be constant, close, and consequently expensive, or else so much material is spoiled that constant loss occurs.

On the other hand, the material and appliances of the school of arts are comparatively inexpensive.

At the Boston School of Arts the entire materials for use of a student in learning chipping, filing, fitting, hack-sawing, and shaping, cost but ten dollars. The old-fashioned apprentice system has gone forever. But few boys of American parentage now learn trades or become skilled workmen. Our skilled labor is rapidly going into the hands of foreign-born mechanics. If we are to maintain our standing in mechanical skill, we must furnish some substitute for the apprenticeship system. This the schools of manual arts seem to do. Though they do not teach complete trades, they teach those parts of the trades which are most difficult to learn and those which require the greatest manual dexterity. And the class system so cheapens the necessary cost of instruction that instructors of the highest skill may be employed.

Persons who desire to see how much may be done in a short time in the way of teaching manual arts are invited to call at the school department and examine the work of a student of the Boston School of Arts. They will see evidence that a student in fifteen weeks of practice, giving twelve hours a week to it, acquired as much skill in working soft iron, cast metal, and steel as is usually acquired in a shop in three years by an average apprentice. There are many incidental advantages in approaching the mechanic arts in this way. When a boy enters a shop as an apprentice, he usually leaves school for good; but in the school of arts he may continue his education while he is learning the elements of a trade. Again, training in manual arts is an excellent discipline for the student. It teaches him to be exact, to be careful, to "work to the mark," not to do things nearly right but exactly right.

It is also of great use to that class of boys whose physical activity is vigorous and who like to exercise their muscles in some way. Such boys are delighted, because it not only gives them a motive for physical exertion in a profitable direction, but it shows them the application of computation and drawing to business.

It seems to me that this system of teaching manual arts might profitably be introduced into the following schools:

1. The Industrial Department of our State University. This institution having a United States Land Grant given it expressly to aid in maintaining a school where among other things shall be taught such things as tend to promote the liberal and practical education of the industrial classes, would seem the proper school to be the pioneer in such an enterprise.

2. The Institution for the Deaf and Dumb. This school is now doing some good work in teaching its inmates how to make their own living. The systematic teaching of manual arts would add greatly to their facilities in this direction.

3. The State Reform School, when opened. During the winter months, when farm work is suspended, the teaching of manual arts could go on in doors. This would be especially acceptable to those of the inmates who have a mechanical turn of mind.

4. The larger towns and cities could well afford to maintain such schools in connection with their public schools, or the cities might aid a benevolent corporation that should undertake such a work. I think it would be a most happy arrangement if a school

of manual arts could be opened in the cities during the long summer vacations, in which the boys of twelve to sixteen could be trained for two or three hours a day. Not long ago, one of our leading citizens, a man of wealth and culture, said to me that he should prize such an opportunity for his boy. The demand for skilled labor is steadily increasing. Machinery does much of the unskilled labor, but it takes cultivated brains to manage the machines.

The idea of training schools for the mechanic arts is comparatively new, but is meeting with favor from thoughtful people who are willing to examine its merits. There is a school of this kind in connection with the Massachusetts Institute of Technology; one at Pardue University, in Indiana; one at Washington University, in St. Louis; and several others not now recalled.

THE HIGHER INDUSTRIAL EDUCATION

which the state should furnish is already in some measure provided for.

In 1862 Congress passed "an act donating lands to the several states and territories which may provide colleges for the benefit of Agriculture and the Mechanic Arts." The fourth section of this act requires that each state accepting this grant shall maintain a "college where the leading object shall be * * to teach such branches of learning as are related to agriculture and the mechanic arts, * * in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

It is plain that this act was not intended to add a few more literary colleges to the hundreds then in existence. The title, the wording, the scope of the act, and the speeches in congress advocating it, all go to show that the ruling purpose was "to promote the liberal and practical education of the industrial classes." It was the first national movement toward the practical recognition of industrial education.

By an act of our legislature, passed February, 1869, the state accepted the donation of 90,000 acres of land offered by the General Government, and made provision for performing its part of the contract. In 1872, the agricultural college was formally opened; in 1875 the first student was graduated; and from that time to this the college has continued in existence, with varying fortunes. The grant of land, in consideration of which the college was established, is still unsold, and is worth to-day not less than $300,000! If all sold at the minimum constitutional price, it would bring the magnificent sum of $630,000—an endowment sufficient to keep up a first-class industrial school of the highest rank for all time to come, without expense to the state. Surely such a magnificent gift to the state will justify us in paying the meagre sums necessary, from year to year, to fulfill the requirements of the United States law, and enable us to retain our title to the land.

The law under which our university is organized provides for what is called an industrial college; and for some years instruction in agriculture, horticulture, and related subjects has been given to all who apply. Besides this regular instruction to students who reside at the college for two or three years, the regents of the university have allowed the acting professor of agriculture to be absent from the university during the winter term, in order that he might assist in conducting a series of farmers' institutes in different parts of the state. These meetings of the farmers for mutual improvement by the discussion of rural affairs have been productive of much good. Perhaps no other arrangement made by the university has given more general satisfaction than this. Meetings of this kind tend to diffuse a knowledge of better methods of farming, and when directed and assisted by an educated man they stimulate to thought and improvement.

There is a curious ignorance in some parts of the state both as to what *is* done at the agricultural college and what *ought* to be. I venture to present some opinions on this vexed subject:

In addition to the provision already made: 1. There should be in the winter a course of lectures, lasting from two to four weeks, delivered by specialists on different subjects connected with farming. These lectures should be free to all who desire to attend them, without the requisition of regular entrance fees to the university. In time such courses of lectures would be attended by many of our young and thoughtful farmers and would do much good.

2. The ambitious student should be encouraged to seek his re-

ward in the field of agriculture rather than elsewhere. To this end a series of prizes ought to be offered to students who would carry on for a year some useful course of experiments, or who should make investigations of importance, in some useful direction, of subjects connected with agriculture or horticulture. The possibilities in this direction are suggested by the fact that a few years ago, out of three prizes offered by the State Board of Agriculture, two—one of $60 and one of $100—were taken by students of our agricultural college.

3. Our industrial college should be made a central source of progressive movements in rural affairs. It should be the nursing mother of choice spirits from whose zeal, energy, learning, and practical sagacity great improvement in agriculture might reasonably be expected. It should train up a band of young men to be pioneers and enthusiastic leaders in agricultural improvement. Let it train these young men to skill in and a taste for agricultural experiment. This can be done by carrying on through their means a generous course of experiments in the college itself. We have many things to learn in this new state about the capabilities of soil and climate and adaptation of crops. These experiments might be of great value to the state in their results, aside from their use as a means of developing taste and judgment in the students.

The agricultural college should be a place for the discovery of new agricultural ideas. By lectures, by newspaper articles, by reports published, by farmers' institutes, and by every other available instrumentality, agricultural information should be disseminated throughout the state. Let us not be hampered too much by precedent and routine. The advancement of the people, the improvement of the state, should be the ends held steadily in view.

In this prairie state there seems a special necessity for the dissemination of a taste for and skill in horticultural improvement. Our state horticultural society has done much in this direction. The college should work in harmony with it in investigation of the principles underlying successful horticultural practice. All its graduates should be imbued with a taste for horticultural pleasures.

The student should live his entire school life among the waving trees and fruitful orchards. The tastes thus instilled and diligently cultivated, when warmed by the agreeable associations of university life, would be a joy forever to their fortunate possessor. Many of our people have lived so long on the treeless prairies that they have to some extent lost their taste for horticultural delights, or if they do try to beautify their homes, the work is slowly and poorly done because of their lack of knowledge of the necessary conditions of successful tree-growing in this climate.

This and much more may be done through its students.

But there is another line of work of great importance, not directly in the way of instruction to students, which would have to be done by the faculty, but in which the students might assist with great profit to themselves:

The Agricultural College should have facilities for testing seeds' both as to their purity and germinating qualities. Immense numbers of poor and impure seeds are brought into the state every year. With our college properly equipped for the purpose, great good might be done by testing samples of these seeds—to the public, directly in saving it from imposition, and indirectly by leading the pupils to become acquainted with such work.

There is a wide range of experiments that need to be tried in this new country. It is eminently proper that these should be carried on at public expense, and the resulting knowledge communicated freely to the public.

Encourage the attendance of young men who are industrious and enterprising, but poor, by providing paid labor by which they can earn a part of their current expenses. These working students should live on the college farm, where they may be continually surrounded by such influences as tend to foster a taste for rural pursuits. They should be taught to respect farming as a calling in which intellect may be employed as much as in any other, and honor it as the pursuit that feeds all others.

There are some who hold to the mistaken opinion that an agricultural college farm should be made to yield a pecuniary return—that it should "pay its way."

The object of the college is to furnish *instruction*, not to carry on farming for profit. The product we should seek to get from it is educated farmers—not money. I can think of no reason which would justify the state in carrying on a farm for mere immediate pecuniary profit. The congressional land grant was made for no such purpose. Of course the farm should be carried on as economically as possible, consistent with its true purpose as a means of instruction in agriculture. To be used as a means of instruction, a college farm needs many things which would have no place on a farm run with a view to immediate pecuniary profit. You cannot make students familiar with the characteristics of different breeds of cattle, unless the cattle are there to be studied. On our college farm are kept four breeds of cattle, all of which are valuable for purposes of instruction, but not to be commended as an investment for pecuniary profit. The same is true of other kinds of stock. So, too, many different kinds of crops, and many varieties of trees are planted and cultivated because needed for purposes of instruction; while, if pecuniary profit was considered, a very different course would be taken.

Taking these things into consideration, it may be seen that it would be far from just to measure the success or failure of an agricultural college by the pecuniary success achieved in carrying on the farm.

Suppose we apply the same rule to the other departments of the university and demand that the philosophical apparatus, the entomological cabinet, the library, and the chemical laboratory shall each be required to "pay their way," and show at the end of the year a certain amount of money in the coffers of the university —clear profit. The thing is absurd, you see; and yet, in many minds the success of the agricultural college is measured by this absurd rule.

These things cost money, of course. Why should you expect to get something out of nothing in education more than in trade? It may make the burden seem lighter to remember that the General Government has given us a bonus of $300,000 for keeping up this agricultural college; that the state is becoming each year from $20,000 to $50,000 richer in consequence of the increased value of this magnificent endowment. And after accepting this rich legacy from Uncle Sam, shall we go about piteously whining because, forsooth, we are required to pay five or six thousand dollars a year to retain a land grant that is paying us ten times as much?

Who does not know that the cities would become emasculated, effeminated, debilitated, and depopulated in a few generations, were it not for the steady stream of sturdy, honest, hearty life that continually flows from the country into them. And shall this class that furnishes nine-tenths of the food and three-fourths of the brains of all the professions be forever cheated out of such means of education as are adapted to their wants, and be compelled to accept a professional education or none ?

I cannot believe it. I confidently hope for and expect a better day.

The true dignity of agriculture must not appear in the borrowed lustre of the great men who have followed it, but in its union with true culture and its direction by the highest intelligence.

Belief in its present worthiness, hope for its improvement, and joy in its promise must inspire the farmer as he drives his plow afield; and the great public must come to believe—as it now does in public schools—in the importance, the possibility, and the necessity of industrial education.

REVISION OF THE SCHOOL LAW.

The present school law was enacted more than ten years ago. It was made a continuous act, and the sections numbered consecutively. During the years since its enactment changes have been made in several of its provisions; some things have been repealed and some added. To make these changes without altering the original numbering of the sections was in some cases difficult, and led to complicated "provisos," and in some cases sections have been inserted entirely out of their proper connection, because there happened to be at that particular place a vacant section number where a section had been repealed. These several causes have tended to make the law more complex and less easily understood.

Two years ago a complete revision of the law was offered to the legislature, was carefully gone over line by line by the education committees of the two houses, and met with general favor. Owing to the late day on which it was offered as a bill, it failed to get through.

The attention of the legislature is again called to that revision. During the past two years it has undergone the careful scrutiny of all the leading educators in the state, and is generally conceded to be much more plain, compact, convenient of reference, and every way more satisfactory than the present law.

The general plan is to embody in one enactment all the school laws of the state. These have been arranged under the following heads:

I. School Districts.
II. District Meetings.
III. District Officers. Election.
IV. District Officers. Powers and Duties.
V. District Board. Powers and Duties.
VI. High School Districts.
VII. The County Superintendent.
VIII. The State Superintendent.
IX. The Teachers.
X. Teachers' Institutes.
XI. School Funds.
XII. School Sites.
XIII. The State Normal School.
XIV. The State University.
XV. Schools in Cities.

The sections of each sub-chapter are numbered separately, so that at any time new sections may be added just where they belong.

Obsolete, unused, or repealed provisions were left out, and court decisions on points of school law inserted. The notes and explanations hitherto published with the law were largely incorporated in the text of the revision. No radical or extensive changes were made. Alll the blanks now in use would continue to be used without change, and the general management of the system remain as now.

The following are some of the principal changes made in the law as it now stands :

1. Require a petition to be signed by two-thirds of the voters

in a district to compel a division, instead of one-half, as now. Also, to require two-thirds from each part of the district, as it will be when divided, instead of as it is now, when a majority in one end of a district can cut off a minority at the other end, whether such minority wish it or not. Many instances of gross injustice in the operation of the present law have come to the knowledge of the department.

2. To forbid the formation of new districts between the first of January and the first of August of any year. This is to prevent complications about tax levies and the distribution of the state apportionment.

3. Under the law, as it now is, the superintendent is required to determine what is *justly* due from an old district to a new, but the manner of doing this, specified in the law, will in many cases work great *injustice*. The revision gives the superintendent more discretion, so that he may make in many cases a fairer award than is now possible without violating the letter of the law.

4. Wherever the division of property by the superintendent is not satisfactory, provision is made for an arbitration by disinterested parties, under set forms, by which the whole matter may be adjusted fairly to all.

5. Requires persons to reside in a school district at least forty days before allowing them to vote.

6. Restricts the school tax to 15 mills on the dollar, and building tax to 10 mills.

7. Provides that elected or appointed officers shall hold for the unexpired term.

8. Allow the director and moderator to require a new bond when they have reason to think that the treasurer's bond is invalid.

9. Forbids other school officers becoming sureties for the treasurer, or being party to a school contract except as officials of the district.

10. Require the director to make his report to the county superintendent under oath, stating that a bond with good security has been taken of the treasurer, and forbid the county treasurer to pay over the June apportionment until this report is received.

11. When money has been raised to pay bonds or to build a

school-house, and of this a surplus is left, the district is authorized, at the annual meeting, to transfer these surplus funds to some other purpose.

12. Provides for the form of acknowledging a deed by school boards.

13. To provide a satisfactory way of obtaining school site.

THE TEXT-BOOK QUESTION.

There is no problem connected with our school system more difficult to solve than this. So far as can be ascertained the situation remains about the same as two years ago. At the last session of the legislature, two bills providing for certain changes in text-book arrangements were offered, but neither was passed. These bills both provided for a commission to select a series of books for the State, and to make contracts with publishers for a supply at reduced rates. One bill provided a commission of twelve, consisting of two persons from each judicial district; the other made the commission consist of the county superintendents or a majority of them. These bills were offered in good faith, and with a sincere desire to settle this vexed question. While this is fully conceded, I do not think that either plan would successfully meet the difficulty.

THE FREE TEXT-BOOK PLAN

seems to be steadily growing into favor. Two years ago, but seventy-five districts were reported to furnish text-books free; now, 246 districts have adopted the plan. An extended correspondence with the officers of these districts furnishes satisfactory evidence that on the whole the plan is decidedly successful. But three districts have been reported as adopting the plan and afterwards giving it up. Nearly all the districts in which the method is on trial are satisfied, and many are enthusiastic over it.

From reports received from about one hundred districts, it is found that the average annual cost of books furnished in this way, is a little less than seventy-five cents for each pupil. The difference in cost in different districts seems to arise in some cases from a more judicious purchase of books, but more commonly it depends upon the care exercised by the board in providing for the safe-keeping of the books.

A few districts have adopted the plan of purchasing books in quantities, at wholesale prices, and selling them to the pupils at cost. This plan seems to give satisfaction wherever tried.

When the extreme diversity of views on the text-book question is considered, it seems almost useless to recommend anything in regard to it. But I venture these two recommendations, and it is believed that they will be endorsed by the great bulk of the best teachers of the State:

1. That the law should require and enforce by adequate penalties, uniformity of books in each school.

2. That when a book is once adopted, it shall not be changed for at least three years.

The latter recommendation is made in view of the fact that the State list is totally abandoned in many places, and the law in regard to it disregarded.

THE STATE PERMANENT SCHOOL FUND.

This fund is steadily increasing. The exact amount of it cannot be given for the reason that new leases are constantly taken and others abandoned. The following is a close approximation to its total amount on the first day of December, 1880. For details, reference must be made to the report of the State Land Commissioner.

Invested in State Bonds	$ 326,267.35	
" County Bonds	221,500.00	
" School District Bonds	12,800.00	
" United States Bonds	15,000.00	
" Private Securities	37,900.00	
Cash on hand not invested	20,876.00	
Total		$ 634,343.35

Unpaid Principal of School Lands...	$ 955,618.03	
Valuation of School Lands Leased....	1,733,255.81	
Total........................		2,688,738.84
Grand total................................		$3,323,217.19

With the publication of this report closes four years of laborious yet most agreeable work. However far the results have come short of my own anticipations, or of the just expectations of the public, I have the consciousness of having done my best, and neither spared myself nor others in the effort. With great pleasure I acknowledge the hearty co-operation of superintendents and teachers. This cordial reciprocal action has greatly lightened the burden of official duty, and largely contributed to whatever of success in its administration may justly be claimed.

Nor must I omit to mention the generous support which my administration has received from the entire press of the state—with one unimportant exception. The newspapers of this state have ever shown themselves able and vigilant champions of educational progress; all honor to them for it.

Our young state has reason to be proud of its twelve years of educational progress, without one important backward step in all all that time. If this great work is to be continued in this excellent way, we must avoid radical and revolutionary changes, provide for all defects when discovered, sustain and improve our excellent system of supervision, and all heartily unite in the support of greatest safeguard of our free institutions—a comprehensive system of free public school education.

TABLE I.—RECEIPTS. 1880.

COUNTIES	In hand of Dist. Treasur'r April 7, 1879	Rec'd from Co. Treasur'r from Ap., 1879, to Ap., 1880	From sale of Dist. B'ds	From tuition of non-resident pupils	From all other sources	Total resources for year includi'g am't on hand Ap'l 7, '79
Antelope	$ 314.25	$ 4334.17			$ 262.85	$ 4773.24
Adams	4763.74	25479.03	156.45	33.40	5444.96	35877.58
Buffalo	3163.25	13706.49		224 25	2119.55	19213.54
Boone	122.19	4290.34	225.00		74.90	4712.43
Burt	3136.01	18662.77		83.45	921.96	22433.84
Butler	1554.81	121096.91	130.00	3.00	1259.63	28799.20
Cass	6031.72	28824.69		24.15	1124.53	36005.09
Cheyenne	529.92	5400.00				5429.92
Cedar	1325.35	10137.79		7.50	322.09	11792.73
Clay	3041.32	34786.38	3105.00	29.30	5534.99	46496.99
Colfax	3900.24	16369.80		6.25	1971.63	22247.92
Cuming	4386.41	14004.13		1.00	626.08	19017.62
Custer		65.63				
Dawson	1224.58	6903.52			193.95	8210.01
Dakota	1232.63	6221.78		11.50	819.11	8285.02
Dixon	1898.92	10347.80		5.85	1349.30	13401 87
Dodge	5282.16	27459.79	100.00	65.85	4180.61	37088.41
Douglas	10200.46	26590.05	550.00	80.00	71180 01	108601.52
Fillmore	2938.64	31982.97		68.30	2304 71	37294.62
Franklin	515.46	2767.39		.60	5013.84	8460.18
Frontier		254.78			2.98	257.76
Furnas	106.89	3866.07		3.00	397.67	4373.63
Gage	7060.78	24328.48	376.03	211.80	2806.47	347.33
Greeley	109.76	2036.43	210.00		27.86	2373.81
Gosper	.45	245.41		13.00	35.00	293.81
Hall	3330.35	25170.39	134.80	162.80	4327.80	33126.14
Hamilton	4936.39	20460.75	592.00	85.61	740.02	26814.77
Harlan	462.46	5706 61	700 00	3.75	302.20	7072.79
Hitchcock	7.30	370.27			1.53	374.80
Holt	32.45	850.82		1.50		593.03
Howard	660.41	8653.46	300.00	11.50	8.14	9633.51
Jefferson	3318.44	20683.75		39.26	2774.52	26817.61
Johnson	3135.86	15725.29	305.00	35.35	2701.55	21903.62
Keith	1075.16	736.71				1811.87
Kearney	1295.24	5199.48	651.00	261.50	322.47	7328.37
Knox	2002.94	4087.25			360.62	7421.77
Lancaster	7827.19	36166.26	1757.00	34.47	22072.71	67857.63
Lincoln	844.78	5758.11				6602.89
Madison	1132.08	8005.78		4.86	89.73	9229.39
Merrick	1477.04	20252.56	1372.50	8.00	983.08	24093 18
Nance		156.42			182 70	338.12
Nemaha	4765 29	19098.69		59.03	2486.68	26409.99
Nuckolls	7233 74	12106.80	1120.00	5.00	1434.85	21898.39
Otoe	2311.33		600.00	59.65	6628.89	43137.79
Pawnee	1833.45	13534 47	290.00	15.05	688.30	16361.28
Phelps	20.05	422.57	390.00		88.88	927.07
Pierce	2580 69	3942.58			74.33	6291.85
Platte	2727.01	16790.40	721.20	2.20	769.62	21010.43
Polk	924.34	13924 09		1.00	71.63	15124.62
Red Willow	25.54	600.54		5.90	33.16	665.14
Richardson	7198.34	18613.85	649.25	230.36	5710.01	36301.06
Saline	7169.38	28428.54	5167.45	215.35	4927.34	45908.09
Sarpy	4175.70	2577.09			9646.49	16377.28
Saunders	7067.37	28561.03		64.06	2576.26	38268.72
Seward	4105.40	29468.96	293.75	164.00	505.59	34537.70
Sherman	7.74	1687.11	260.00	4.00	12.00	1970.42
Stanton	1869.99	4546.30			126.91	6543.10
Thayer	4385.89	18496.26	580.00	42.12	122.17	23626.44
Valley	131.51	2743.19	1550.00			3654.57
Washington	3616.46	19935.53		418.05	3740.89	27710.93
Wayne	2073.22	1395.90			529.26	3998.38
Webster	918.36	8917.97		23.75	30.75	9890.83
York	2891.49	19523.65	6264.20	33.51	548.85	29461.75

TABLE II.—EXPENDITURES.

COUNTIES.	Pd. male teachers	Paid female teachers.	Paid for bl'dg and repairs and on debts on same.	Paid for all other purposes.	Amount on hand Apl4,1880	Total expenditures for the year, incl'd'g amt. on hand April 4, 1880.
Antelope	$ 622.30	$ 2453.17	$ 308.46	$ 391.35	$ 903.68	$ 4814.39
Adams	4865.32	7640.29	3044.33	11758.40	8569.24	35877.58
Buffalo	3605.62	5175.15	1626.97	2625.96	6179.84	19213.54
Boone	1052.84	2328.98	404.54	307.04	613.94	4712.43
Burt	3757.50	4434.73	1841.71	4866.30	3319.94	22433.84
Butler	8181.95	4895.66	3991.83	4918.00	6701.55	28739.20
Cass	9700.32	8929.12	5050.27	6877.98	5447.40	36005.09
Cheyenne	1080.00	1302.50	1548.87	1029.00	5291.92	6001.31
Cedar	4249.92	1960.61	1380.43	2970.27	1231.50	11792.73
Clay	8174.08	6761.31	8321.00	16485.48	6755.12	46496.99
Colfax	6979.12	4330.92	974.64	4296.48	5666.76	22248.02
Cuming	6026.50	4000.76	1427.32	3162.80	4400.24	19017.62
Custer	53.20	270.00	....	63	....	323.63
Dawson	3097.12	1233.85	557.96	1619.40	1886.89	8298.66
Dakota	2887.91	1566.16	1133.80	1463.06	1234.09	8285.02
Dixon	2406.50	4410.96	2404.76	2302.35	1477.30	13401.88
Dodge	7410.88	13013.77	2119.16	9239.61	5304.99	37088.41
Douglas	13891.80	35809.84	6538.05	43945.46	8416.37	108601.52
Fillmore	5458.63	8634.60	9166.15	94099.28	4525.96	37294.62
Franklin	1947.74	2469.87	1312.48	1843 75	885.21	8458.05
Frontier	110.00	380.00	24.67	9.26	36.50	529.52
Furnas	1289.74	1503.98	450.96	745.49	383.46	4373.63
Gage	9398.20	8429.67	5255.51	6347.41	5352.77	84783.56
Greeley	396.62	880.83	313.52	284.71	312.62	2303.52
Gosper	453.00	110.00	6.66	11.85	13.36	539.47
Hall	7013.76	5807.49	7804.62	8796.21	2852.03	32274.11
Hamilton	5958.44	6414.00	6247.05	8617.80	4577.48	26814.77
Harlan	1848.76	1142.02	1379.80	1136.52	732.68	7279.70
Hitchcock	280.00	160.00	5.00	26.00	7.30	433.30
Holt	224.30	564.06	....	26.00	83.72	860.68
Howard	2520.21	1553.44	1361.59	1930.24	2268.03	9633.51
Jefferson	6040.40	5349.19	4438.86	6721.45	4267.71	26817.61
Johnson	4835.02	6284.25	3350.01	3542.62	3891.72	21903.62
Keith	42.00	540.00	190.90	55.00	983.97	1811.87
Kearney	1762.71	1028.80	987.64	2462.98	1189.06	7421.37
Knox	2020.68	972.00	1168.56	1189.70	1154.13	6450.87
Lancaster	7595.64	17809.68	17601.83	15612.22	9238.26	67857.63
Lincoln	1576.12	2839.81	710.87	736.85	939.24	6602.89
Madison	2412.40	2839.50	646.31	1280.83	1832.49	9229.39
Merrick	5333 03	4535.45	6790.39	5419.32	2014.99	24993.18
Nance	185.00	140.10	....	14.02	....	299.02
Nemaha	4432.26	10982.61	3250.93	3070.17	4671.90	26761.34
Nuckolls	3362.95	2481.05	3975.20	2805.66	5392.46	21898.39
Otoe	8050.13	12331.67	5056.86	9952.65	7746.48	43137.79
Pawnee	4120.86	4526.37	2225.95	4236.94	1251.16	16361.68
Phelps	95.00	258.65	344.52	105.00	119.51	928.81
Pierce	1604 31	740.00	1138.29	1037.61	1896.20	6291.85
Platte	5832.16	5077.89	4260.21	3494.97	2345.20	21010.43
Polk	4904.57	3274.40	1695.08	3710.74	1265.29	15124.62
Red Willow	256.03	393.07	....	30.10	94.48	752.32
Richardson	8433.52	7680 06	5033.71	8056.07	6822.43	36301.06
Saline	10817.09	8490.34	13477.06	8341.06	4782.54	45908.09
Sarpy	5096.62	3114.50	2007.13	3747.11	2433.92	16399.28
Saunders	8993.25	9681.91	6624.66	6511.20	6457.70	38268.72
Seward	6465.94	7799.18	8276.33	6890.86	5105.39	34537.70
Sherman	654.94	679.37	311.64	151.74	164.42	1962.60
Stanton	2253.80	968.00	2021.72	598.34	1694.39	4848.81
Thayer	6065.79	4503.63	2649.49	6833.57	3573.96	23626.44
Valley	623.24	....	740.09	774.36	91.98	3183.46
Washington	4151.80	8057.55	2698.58	9956.29	2846.71	27710.93
Wayne	637.69	990.50	422.78	1033.97	913.44	3998.38
Webster	2283.46	3640.96	1008.30	1853.26	1104.85	9890.83
York	3668.08	7249.04	9718.18	5029.80	3796.65	29461.75

TABLE III.—STATISTICS

of Schools, School Houses, and Institutes.—1880.

COUNTIES	No. of Districts	No. of Houses	Children of school age	Average Number in each District	Av. No. of days taught by each teacher	No. of Districts having graded schools	Districts having 6 mos. or more of school	Average number of days of school in all districts	No. of districts that had no school	Average No. square feet of blackboard	Number of houses with no blackboard	Number with patent desks and seats	Number of new school houses built in year	No. of institutes held	Persons attending institutes	Districts that purchase text books.
Antelope	42	23	1252	31	65	......	9	76	......	9	8	9	5	1	21	......
Adams	66	55	3275	51	136	2	8	162	......	5	4	......	2	......	......	6
Buffalo	56	43	2324	42	75	2	24	110	5	29	8	24	3	......	......	......
Boone	39	28	1249	32	84	......	7	68	......	......	20	5	5	......	......	1
Burt	53	51	2316	43	76	2	35	131	......	......	......	49	......	1	......	1
Butler	69	65	3041	43	82	1	46	150	2	45	7	58	2	......	......	......
Cass	86	84	5507	64	76	1	64	144	4	36	3	36	2	1	40	3
Cheyenne	4	1	265	68	182	1	3	116	1	324	......	1	1	......	......	1
Cedar	30	30	1132	39	109	......	23	144	1	50	......	14	1	......	......	2
Clay	68	71	3632	53	88	3	41	113	1	89	2	58	8	1	21	8
Colfax	52½	48	2335	45	92	1	28	118	3	18	......	45	3	1	55	......
Cuming	45	43	2047	45	114	1	24	123	1	30	3	34	1	1	35	1
Custer	17	9	339	28	44	......	......	62	7	......	......	......	7	......	......	......
Dawson	28	18	784	27	100	1	8	88	8	70	5	11	......	1	10	......
Dakota	33	33	1339	40	84	1	11	99	1	25	1	20	1	......	......	......
Dixon	55	53	1676	30	82	1	21	105	1	20	7	24	......	1	30	2
Dodge	67	67	3526	53	77	2	51	151	......	50	......	63	......	1	33	8
Douglas	49	58	9559	194	3118	1	40	153	......	180	......	52	1	1	50	1
Fillmore	78	74	3431	44	94	2	51	120	1	50	2	60	1	......	......	5
Franklin	54	33	1801	34	72	2	16	96	4	26	3	6	6	......	......	17
Frontier	8	7	206	26	73	......	......	66	1	......	......	......	......	......	......	......
Furnas	56	29	1455	26	73	......	6	88	19	9	9	24	4	......	......	......
Gage	103	100	4478	43	89	2	52	113	5	10	6	74	7	1	28	10
Greeley	14	12	428	31	78	......	......	102	1	......	......	......	......	......	......	......
Gosper	18	11	371	20	60	......	......	60	8	......	7	......	......	......	......	......
Hall	64	52	3707	45	86	1	33	132	......	......	......	......	......	2	300	......
Hamilton	85	70	2707	32	99	......	18	116	9	16	4	40	13	1	75	6
Harlan	58	37	1935	33	68	......	8	78	3	18	14	3	12	1	12	2
Hitchcock	6	4	227	38	75	......	1	60	2	10	3	......	3	......	......	......
Holt	40	15	815	21	50	......	2	69	9	20	......	......	......	......	......	2
Howard	39	26	1435	37	78	......	5	74	......	17	14	10	......	......	1	......
Jefferson	68	61	2743	40	81	1	32	106	2	50	8	55	2	1	25	15
Johnson	67	65	2922	45	73	2	36	107	1	73	1	59	2	......	......	1
Keith	1	1	14	14	35	......	1	180	......	135	......	1	......	......	......	......
Kearney	41	21	1117	27	83	......	8	89	5	30	7	10	8	......	......	......
Knox	26	20	1001	40	76	1	6	96	3	36	6	5	4	......	......	2
Lancaster	105	107	7476	71	102	1	62	120	3	......	2	......	1	2	100	5
Lincoln	8	10	868	108	113	1	4	293	......	......	......	4	1	2	12	......
Madison	54	44	1787	33	75	2	6	90	6	......	......	......	4	1	65	......
Merrick	48	47	1823	38	89	1	39	146	2	20	......	47	1	1	280	22
Nance	8	......	294	49	100	......	1	35	5	......	......	......	......	......	......	1
Nemaha	75	72	3862	51	94	1	52	136	1	54	......	56	1	3	......	3
Nuckolls	43	34	1349	31	80	2	26	111	5	90	1	31	5	2	75	10
Otoe	86	87	5389	61	82	5	68	134	3	......	......	87	......	......	......	......
Pawnee	57	56	2612	45	90	2	36	121	......	6	1	......	5	......	......	14
Phelps	23	9	682	42	62	......	3	76	9	6	......	......	9	......	......	......
Pierce	13	10	308	24	150	......	6	134	......	18	1	8	1	......	......	4
Platte	64	57	3182	43	58	2	7	93	1	36	4	41	5	1	54	5
Polk	58	51	2189	19	51	......	8	111	2	32	8	50	2	1	20	6
Red Willow	23	5	610	26	66	......	2	68	7	25	11	1	5	......	......	......
Richardson	98	92	5721	57	58	4	38	113	3	54	14	74	......	1	200	2
Saline	106	104	4874	46	78	5	43	117	3	7	26	......	......	1	67	5
Sarpy	36	35	1600	45	98	2	21	122	......	120	......	33	......	......	......	2
Saunders	102	93	5367	53	78	2	67	115	3	55	7	83	8	1	80	5
Seward	86	83	3870	44	72	1	43	117	2	54	15	64	10	1	70	35
Sherman	29	15	586	19	81	......	1	65	10	41	10	5	4	......	......	......
Stanton	22	17	604	27	60	......	10	94	4	......	......	......	......	......	......	......
Thayer	58	48	1804	30	82	3	24	107	10	85	15	45	4	......	......	11
Valley	30	16	729	25	85	......	7	92	12	9	4	5	6	......	......	......
Washington	47	46	3027	65	101	2	41	173	......	205	......	43	......	1	60	4
Wayne	11	11	216	18	98	......	5	145	1	11	1	10	3	......	......	2
Webster	72	64	2538	36	68	1	15	86	6	......	12	27	2	1	86	18
York	85	71	3590	42	68	2	40	105	4	......	17	60	9	1	45	3

TABLE IV.—STATISTICS. 1880.

Of School Attendance and Teachers Employed.

COUNTIES.	No. of children in each county between the ages of 5 and 21 years			Whole number of children that attended sch. during the year.			Av'ge attendance	Teachers employed.		Ag. No. days taught by all qual'd teachers.	
	Males	Fem.	Total	Males	Fem.	Total		Males	Fem.	Males	Fem.
Antelope	680	572	1252	409	330	739	460	7	30	390	2420
Adams	1655	1594	3249	1083	1032	2115	....	32	41	3874	6737
Buffalo	1211	1113	2324	740	705	1445	....	33	49	3332	3852
Boone	693	556	1249	267	182	449	295	10	21	780	1865
Burt	1246	1070	2316	842	734	1576	954	35	65	2961	3868
Butler	1606	1435	3041	976	920	1896	983	61	45	5710	3195
Cass	2913	2594	5507	2111	1819	3930	2285	71	92	....	....
Cheyenne	130	135	265	86	90	176	....	3	3	317	595
Cedar	617	515	1132	428	324	752	495	19	19	2330	1833
Clay	1852	1780	3632	....	....	2461	1394	45	54	4742	5312
Colfax	1239	1096	2335	885	772	1657	900	24	21	3880	2420
Cuming	1097	950	2047	738	564	1302	758	29	20	3214	2337
Custer	175	164	339	....	....	210	....	1	5	....	....
Dawson	404	380	784	190	180	370	242	13	11	1503	930
Dakota	674	665	1339	524	480	1004	613	18	25	1450	1736
Dixon	832	844	1676	649	645	1294	841	23	48	2032	3851
Dodge	1837	1689	3526	....	....	2631	1505	44	90	3562	6561
Douglas	4836	4723	9559	2274	2240	4514	2674	39	103	4859	12723
Fillmore	1819	1612	3431	1225	1109	2334	18	23	21	3072	6317
Franklin	904	897	1801	596	589	1185	726	22	38	1625	2716
Frontier	113	93	206	32	20	102	31	2	4	120	340
Furnas	789	666	1455	....	....	958	....	19	24	....	....
Gage	2376	2102	4478	1697	1454	3151	1900	63	68	5538	6167
Greeley	218	210	428	....	....	235	....	6	11	451	885
Gosper	195	176	371	90	86	176	116	6	4	354	243
Hall	1384	1323	2707	1084	997	2081	1358	49	43	4488	3460
Hamilton	1473	1234	2707	989	821	1810	1150	41	48	3890	4935
Harlan	1043	891	1935	606	514	1158	672	18	15	1676	2060
Hitchcock	124	103	227	....	....	140	....	2	4	....	....
Holt	412	403	815	201	223	424	274	10	14	240	960
Howard	792	643	1435	454	317	771	426	24	13	....	....
Jefferson	1453	1290	2743	992	871	1863	....	21	19	3578	4616
Johnson	1549	1373	2922	1118	901	2019	1033	39	66	2810	4920
Keith	11	3	14	11	1	12	6	1	2	14	180
Kearney	622	495	1117	332	215	547	288	10	23	1109	1041
Knox	511	490	1001	....	....	533	....	12	13	1262	866
Lancaster	3824	3652	7476	....	....	4863	22	48	113	4466	11234
Lincoln	430	438	868	230	231	461	....	10	13	643	1705
Madison	903	884	1787	645	548	1193	798	21	39	1625	2662
Merrick	920	903	1823	....	....	1243	....	34	45	3266	3746
Nance	150	144	294	....	....	98	....	2	1	120	160
Nemaha	1845	1919	3862	1402	1276	2678	1745	26	25	2924	7156
Nuckolls	745	604	1349	507	362	869	551	27	33	2230	2552
Otoe	2853	2556	5389	....	....	3629	....	58	109	4664	9139
Pawnee	1348	1264	2612	....	....	1918	....	32	52	2768½	4843½
Phelps	373	309	682	151	110	261	134	5	12	285	803
Pierce	155	153	308	78	71	149	370	5	7	1092	655
Platte	1640	1542	3182	1204	1097	2301	1556	39	43	2235	2489
Polk	1154	1035	2189	....	....	1260	552	49	45	2619	3088
Red Willow	303	307	610	119	90	248	127	8	10	374	718
Richardson	3030	2691	5721	1400	1227	4192	....	69	75	2645	7583½
Saline	2544	2330	4874	1803	1658	3461	2229	68	94	5617	6854
Sarpy	883	717	1600	602	465	1067	592	30	19	2454	2199
Saunders	2752	2615	5367	1805	1611	3419	1808	70	95	5616	7329
Seward	2048	1822	3870	1308	1284	2589	1149	55	79	3960	5610
Sherman	307	279	586	125	122	247	131	7	11	316	858
Stanton	310	293	604	....	....	292	....	18	16	1621	451
Thayer	673	663	1804	673	663	1336	771	35	41	2912	3346
Valley	383	346	729	....	....	344	....	5	17	526	1108
Washington	1582	1445	3027	1013	973	1986	1111	21	65	2405	5590
Wayne	101	106	216	77	68	145	77	8	9	621	832
Webster	[illegible]	1181	2538	793	742	1535	17	27	59	1783	3925
York	1800	1790	3590	....	....	2564	....	21	21	3372	5596

TABLE V.

Value of School Property, Number of Mills Levied. Amount Apportioned, and Money in hands of County Treasurer.

COUNTIES	Value of School House	Value of School House Site	Value of Books and Apparatus	Average	Apportioned by County Superintendent	Money in hands of County Treasurer	
						State School Fund	District School Fund
Antelope	$ 4225.00	$ 275.00	$ 132.00	15.5	$ 1953.17	$ 228.13	$ 498.90
Adams	31492.20	911.00	....	25	....	1545.49	5615.47
Buffalo	19720.00	1568.00	2295.35	17	3554.37	....	543.13
Boone	4030.00	210.00	96.00	19.5	1562.16	87.94	849.07
Burt	30960.00	1121.00	777.50	10	3791.37	....	2506 94
Butler	29651.85	....	1848.60	10	5067.98	612.76	3692.57
Cass	73030.00	4142.00	2295.00	11.5	9538.07	539.16	2342.77
Cheyenne	3500.00	300.00	50.00	3.5	5400.00	....	529.92
Cedar	94677.00	399.00	971.50	10	2219.34	327.67	2704.33
Clay	42629.85	2740 00	1699.96	19	5243.44	791.97	4972.00
Colfax	21440.00	714.00	282.50	15	4134.93	3583.94	....
Cuming	23375.00	1532 00	1614.55	11	3096.96	131.97	684.05
Custer	555.00	19.00	....	17	122 86	....	....
Dawson	15380.00	389.09	767.00	12.5	1051.26	....	....
Dakota	20580.00	1420.00	472 00	10.4	2260.24	....	1386.51
Dixon	17184 00	671.00	537.00	12.7	2959.41	297.01	1145.03
Dodge	47520.00	3378.00	3012.10	11.6	5918.68	3285.68	....
Douglas	333960.00	102409.00	2575 65	9.7	15303.17	....	....
Fillmore	33364.00	2826.24	867 00	16.5	6298.12	862.13	4003.77
Franklin	6674.00	440 00	520.99	16.2	2767.39	168.24	960.26
Frontier	175.00	18.00	....	8	190.81	....	....
Furnas	2968.00	331.00	1049 22	15	1884.15	84.98	729.12
Gage	41393.45	4497.25	2334.00	11.5	6508.07	....	9880.55
Greeley	1764.00	70.00	105.00	20	455.44	....	370.74
Gosper	200 00	85.00	....	18	199.82	....	....
Hall	42400.00	2254.00	1335.89	14	4193.41	.02	5367.29
Hamilton	21901.00	726.00	1519.00	13.2	3948.89	1367.51	3418.90
Harlan	4595.00	457.00	1160.69	17	2508.80	114.97	169.58
Hitchcock	375.00	85.00	147.80	7	182.90	....	7.30
Holt	295.00	66.00	22 00	15	594.87	190.77	124.32
Howard	9545.00	549.00	227.50	14	2714.35	303.99	1096.03
Jefferson	32095.00	2669.00	1554.00	15	4332.31	....	5049.63
Johnson	24300.00	1540.00	755.00	12	4637.70	348 71	3537.01
Keith	1500.00	50 00	150.00	2	140.88	....	....
Kearney	4375.00	139.50	113.50	16	1404.56	....	4767.86
Knox	7155.00	438.25	438.25	13.4	1128.79	....	507.05
Lancaster	52040 00	20390.50	1733.95	10	12356.31	1648.77	7518.04
Lincoln	16955.00	1020.00	180.00	6.5	1277.13	....	....
Madison	11922.00	1095.00	274.50	12	3470.43	....	326.79
Merrick	32155.00	3640.00	2019.00	12.8	3406.10	....	4902.73
Nance	....	....	....	12.5	....	....	....
Nemaha	45558 00	2740.00	1011.75	9	6894 34	343.22	346.03
Nuckolls	14140.80	335.09	538.88	15.5	1824.59	513.46	5423.46
Otoe	60278.45	6255.25	1760.25	6	10512.72	1049.19	9657.75
Pawnee	5499.00	288.00	2252.48	9	4180.05	....	....
Phelps	1200.00	145.00	....	15	638.18	28.88	172.84
Pierce	8174.00	246 50	286.55	10	542.27	154.74	1244.09
Platte	24860.00	1365.00	1275.00	11.8	6779.96	107.52	3047.86
Polk	21610.69	722.00	1043.55	12.5	....	....	....
Red Willow	230 00	52.00	279.35	12.2	573.47	56.07	....
Richardson	54875.50	4787.85	1249.70	7.3	104.84	721.97	2496.06
Saline	54713.00	2954.75	1332.05	15.2	9842.90	477.70	4112.44
Sarpy	35140.00	2030.00	1716.77	7.4	2638.15	6600.67	6871.28
Saunders	50130.00	3270.00	1399.30	10.5	10267.10	1915.86	6468.39
Seward	33558.00	2481.20	2032.59	12.4	6976.27	1011.16	4902.56
Sherman	3664.24	138.76	34.00	15	809.19	....	283.04
Stanton	7350.00	222.00	537.00	10.1	....	....	1328.00
Thayer	24071.33	738.00	2635.00	17.5	3100.08	1397.13	6678.29
Valley	7261.50	265.00	....	21	800.57	....	261.93
Washington	143755.00	2702.00	2598.00	8.5	5943.50	1216.64	3593.39
Wayne	6039.92	119.00	140.50	13.3	310.47	....	756.50
Webster	10986.50	939.25	832.75	18	3762.48	200.00	2000.00
York	29059.99	1391 00	894.10	13	5558.22	894.49	2764.11

TABLE VI.—1880.

Wages of Teachers and Total Indebtedness of Districts.

COUNTIES.	Apportioned by State Superint'nd't	Total wages of teachers for the year		Indebtedness.		
		Males	Females	Bonded Indebtedness Ap 4, 1880	All other Indebtedness Ap. 4, 1880	Total Indebtedn's of district Ap. 4, 1880
Antelope	$ 1541.73	$ 712.25	$ 2457.75	$ 3900.00	$ 2450.13	$ 6350.00
Adams	4518.29	4865.32	7640.29	55786.78	8071.87	63858.65
Buffalo	2987.32	3529.83	5768.00	7845.39	3342.38	11187.77
Boone	1561.97	1230.83	1991.00	7453.79	4496.10	11949.89
Burt	3390.46	4182.85	5398.32	11725.73	1303.26	11028.99
Butler	4535.80	8821.23	4475.75	1396.00	1166.03	7355.78
Cass	8693.77	10532.23	9108.66	332022.96	11134.63	43157.59
Cheyenne	369.41	1000.00	1202.50	....	....	3378.75
Cedar	1848.73	4132.95	2422.08	....	3462.77	3462.77
Clay	5129.56	7485.29	7673.20	17550.86	3503.16	21054.02
Colfax	3658.67	6691.54	4072.00	1960.00	2022.82	3982.82
Cuming	3096.97	6025.40	4135.00	45.50	1932.88	1978.38
Custer	102.90	....	303.20	....	65.00	128.00
Dawson	927.42	2812.00	1445.00	8675.00	843.01	9618.00
Dakota	2199.59	2718.50	1985.84	1122.30	4628.37	5750.67
Dixon	2771.41	2975.00	4475.75	1250.00	3716.48	4966.48
Dodge	5529.33	7446.99	12435.92	4010.00	4020.58	8030.58
Douglas	14320.94	14074.00	36233.57	154555.00	12998.42	167553.42
Fillmore	5210.52	5139.60	8619.30	9010.78	2692.31	21703.09
Franklin	2449.23	1969.50	2953.00	4013.00	4007.76	8020.76
Frontier	219.28	110.00	195.00	....	418.15	418.15
Furnas	1634.52	1308.25	1492.00	962.50	130.10	4418.00
Gage	5849.82	9392.81	9015.50	5300.00	4329.76	9629.76
Greeley	455.44	588.00	979.00	3050.00	2857.38	7287.35
Gosper	200.73	363.00	170.00	....	793.61	793.61
Hall	3861.08	7114 65	5594.28	27660.00	7853.13	35513.13
Hamilton	3812.91	5675.59	6421.30	4225.60	3085.02	7310.62
Harlan	2354.77	1835.72	2136.00	3137.60	3869.49	7613.09
Hitchcock	180.49	280.00	160.00	68.55	307.80	846.35
Holt	595.44	245.00	865.00	....	481.42	481.42
Howard	1879.09	2390.75	1211.10	1557.00	4068.87	19638.87
Jefferson	3999.40	2953.65	5286.85	13008.20	4606.18	17614.38
Johnson	4335.08	4736.00	6130.03	4386.00	4797.32	9183.32
Keith	40.88	42.00	540.00	....	....	....
Kearney	1292.09	1798.00	1200.00	4795.00	1037.47	5536.88
Knox	1126.78	1912.50	1219.00	....	....	2752.84
Lancaster	10588.04	1190.56	17671.30	66492.00	5731.38	72223.38
Lincoln	1270.16	1816.00	4365.00	390.00	455.25	6977.56
Madison	2139.37	2509.50	3174.20	5377.00	2322.60	7699.60
Merrick	2778.16	5045.20	4600.50	13580.00	1670.03	15250.03
Nance	....	185.00	160.00	....	....	192.95
Nemaha	6463.82	5247.79	9308.22	9242.42	11702.04	20944.46
Nuckolls	1782.42	3330.45	3545.10	3799.50	1537.44	5334.94
Otoe	8746.05	8432.24	12087.27	....	....	10544.86
Pawnee	4058.54	4178.33	5133.95	17393.03	5666.00	23059.03
Phelps	581.95	293.00	774.00	545.00	428.17	1184.97
Pierce	377.85	1297.00	770.00	....	....	1375.87
Platte	4736.54	5929.50	5021.10	17217.00	7052.60	24269.30
Polk	3095.27	4710.07	3487.30	1249.47	2183.57	4521.06
Red Willow	511.10	359.90	575.81	....	1102.11	1102.11
Richardson	9879.71	8549.49	10158.85	13033.70	6574.72	19608.42
Saline	7568.67	9963.26	8752.64	36104.55	6665.55	42770.45
Sarpy	2638.15	4895.97	3543.30	6345.00	3779.90	10124.90
Saunders	8365.16	9101.24	9806.50	18181.17	3723.21	21904.38
Seward	5891.99	6498.25	7502.35	27578.03	4136.22	30258.85
Sherman	738.82	536.73	911.86	6800.00	5940.66	12740.66
Stanton	1010.40	2253.80	958.00	....	314.90	314.90
Thayer	2663.46	6065.79	5403.63	17975.00	5576.25	23551.25
Valley	802.91	469.00	1598.37	11305.33	....	14439.07
Washington	4863.05	4172.00	8040.55	5861.85	5127.67	10989.52
Wayne	258.07	827.04	1120.50	....	2247.64	2247.64
Webster	3741.32	2429.00	3697.00	10750.00	4267.90	15017.90
York	5542.18	4958.40	7286.98	11085.75	6056.15	17141.90

TABLE VII.

County Superintendents and their Compensation.

COUNTIES	County Superintendent	P. O. Address	No. of Districts	No. of Visits	Days Employed	Compensation per day	Total compensation per annum
Antelope	J. F. Merrit	Neligh	42	26	130	$ 3.50	$ 450.00
Adams	Miss L. A. McFadden	Hastings	66	118	240	3.50	840.00
Buffalo	J. T. Mellalieu	Gibbon	56	95		3 & 4.00	
Boone	Wm. Weitzel	Boone	39	7	60	4.00	240.00
Burt	George G. Gates	Argo	53	59	52	3.00	156.00
Butler	Riley V. Beach	David City	69	88	176	3.00	528.00
Cass	E. H. Wooley	Plattsmouth	86	77	292	3.20	877.50
Cheyenne	S. V. Livingston	Sidney	4	12	35	5.00	175.00
Cedar	R. T. O'Gara	St. Helena	30	28	62	3.00	186.00
Clay	J. D. Newell	Clay Center	68	115	229	4.00	918.00
Colfax	J. P. Sprecher	Schuyler	52	71	122	3 & 4.00	463.00
Cuming	Stephen Person	West Point	45	66	64	3.50	
Custer	E. D. Eubank	Douglas Grove	17	3	35	3.00	
Dawson	Eugene M. Young	Plum Creek	28		100	4.00	400.00
Dakota	T. J. Sloan	Jackson	33	34	34	3.50	119.00
Dixon	A. S. Palmer	Ponca	55	55	112	3.50	392.00
Dodge	G. A. Stanley	Fremont	67	130	278	3.00	942.65
Douglas	J. J. Points	Omaha	49	94	253	4 & 5.00	1090.50
Fillmore	J. B. Lewis	Geneva	78	124	242	4.00	968.00
Franklin	R. F. Miller	Franklin	54	65	109	3.00	327.00
Frontier	John L. Bailey	Stowe	8				
Furnas	E. A. Allen	Arapahoe	56				
Gage	M. Weaverling	Beatrice	103	146	264½	3.00	792.75
Greeley	S. E. Horton	Eldorado	14				
Gosper	R. V. King	Gosper Center	18		19		
Hall	James Ewing	Wood River	64	77	120	3 & 4.00	437.00
Hamilton	E. B. Barton	Aurora	85	78	172	3 & 4.00	636.00
Harlan	J. A. Piper	Alma	58	40	55	3.60	192.50
Hitchcock	Joseph Snyder	Culbertson	6	3	7		
Holt	D. P. O'Sullivan	O'Neil City	40	18		3.00	
Howard	E. L. Peck	St. Paul	39	41	72	3.00	
Jefferson	E. B. Cowles	Fairbury	68	48	216	3.00	648.00
Johnson	Geo. B. Foster	Tecumseh	67	62	150	3.50	525.00
Keith	Geo. W. Tanner	Ogallala	1	12	12	5.00	60.00
Kearney	W. W. Wood	Minden	41	18	28	4.00	112.00
Knox	T. J. Buckmaster	Niobrara	26	28	109	3.00	327.00
Lancaster	H. S. Bowers	Lincoln	105	105	259	4 & 5.00	1179.00
Lincoln	Frank E. Bullard	North Platte	8	8	50	3.00	150.00
Madison	J. B. H. Sullivan	Norfolk	54	5	67	4.00	260.00
Merrick	John Patterson	Central City	48	81	168	3.00	504.00
Nance	Daniel Barker	Fullerton	8	3	10	3.00	30.00
Nemaha	Phillip Crother	Nemaha City	75	35	120	3.00	360.00
Nuckolls	H. H. Williams	Nelson	43	56	144	3 & 3.50	445.50
Otoe	J. C. Boyd	Dunbar	86			5.00	
Pawnee	O. D. Howe	Table Rock	57	54	3	3.50	
Phelps	Chas. S. Bradley	Lake	23	11	16	3.00	50.00
Pierce	A. J. Babcock	Pierce	13	8	41	3.00	123.00
Platte	S. L. Barrett	Columbus	64	74	102	3 & 4.00	386.00
Polk	John B. Mitchell	Osceola	58			3.20	652.00
Red Willow	C. L. Nettleton	Willow Grove	23	9	31½	3.00	94.50
Richardson	Jacob Bailey	Humboldt	98	21	144	3.00	432.00
Saline	T. L. Dixon	Wilber	106	125	264½	4.00	1068.00
Sarpy	J. D. Patterson	Papillion	36	60	167	3.50	584.50
Saunders	J. A. Smith	Wahoo	102	111	287	3.00	862.50
Seward	J. D. Messinger	Seward	86	60	251	3.00	753.00
Sherman	M. H. Mead	Loup City	29	10	40	5.00	200.00
Stanton	J. Campbell	Stanton	22	13	113	2.75	275.00
Thayer	Miss Josie M. Keith	Hebron	58	39	160	3.50	560.00
Valley	M. Coombs	Arcadia	30	18	50	3.00	150.00
Washington	W. V. Miller	Blair	47	138	192½	4 & 3.00	733.00
Wayne	James A. Elliott	LaPorte	12	23	83	3.00	249.00
Webster	A. A. Pope	Red Cloud	72	99	260	3.00	780.00
York	E. A. Armor	York	85	110	225	3.00	675.00

TABLE VIII.—GRADED SCHOOLS. 1880.

	No. school buildings	Rooms used exclusively for recitation	Other school rooms	No. departments	Primary pupils	Intermediate pupils	Grammar school pupils	High school pupils	Male teachers	Female teachers	Salary of principal	Salary of male teachers	Salary of female teachers	No. months school
Ashland, Saunders County	1	2	5	4	100	51	48	26	2	3	$ 705.00	$ 40.00	$ 36.00	9
Blue Springs, Gage "	1	....	2	2	....	....	....	....	1	1	50.00	40.00	25.00 to 30.00	8
Brownville, Nemaha "	1	1	7	7	86	....	98	....	....	8	1000.00	....	42.00 to 50.00	9
Bellevue, Sarpy "	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Blair, Washington "	1	....	5	5	206	80	76	94	1	6	765.00	85.00	40.00	9
Belvidere, Thayer "	1	....	2	2	51	....	42	....	....	2	335.00	....	37.50	7½
Columbus, Platte* "	2	1	4	3	126	131	97	....	2	4	600.00	60.00 to 70.00	35.00 to 40.00	9 & 10
Central City, Merrick "	1	1	4	3	70	52	38	....	1	2	495.00	55.00	30.00	9
Carleton, Thayer "	2	....	2	2	77	....	53	....	1	1	550.00	....	35.00	10
Crete, Saline "	3	....	7	3	198	115	57	....	2	4	500.00	....	39.00	9
Dakota City, Dakota "	2	....	2	2	64	....	....	49	1	1	385.00	55.00	40.00	7
Dorchester, Saline "	1	....	2	2	84	....	51	....	1	1	600.00	60.00	20.00	10
Dewitt, Saline "	....	....	....	....	....	....	....	....	....	....	....	....	....	....
David City, Butler "	2	....	2	3	84	67	81	....	1	2	450.00	....	33.00	9
Falls City, Richardson "	1	2	6	6	108	105	40	51	1	6	1100.00	....	30.00 to 50.00	9
Fairbury, Jefferson "	2	1	4	4	109	55	85	67	2	3	585.00	40.00	40.00	9
Fairmont, Fillmore "	1	....	3	3	42	48	40	....	1	2	720.00	80.00	40.00	9
Fremont, Dodge "	3	1	11	4	389	141	90	44	2	10	1000.00	35.00	35.00 & 54.00	9
Ft. Calhoun, Washington "	1	....	2	2	72	36	....	....	1	1	....	35.00	25.00	9
Friend, Saline "	1	....	2	2	92	....	84	....	1	1	315.00	35.00	30.00	9
Gibbon, Buffalo "	2	1	6	3	36	34	....	37	2	1	675.00	40.00	30.00	9
Grand Island, Hall "	2	2	10	9	215	210	57	76	2	7	1000.00	50.00	50.00	9
Geneva, Fillmore "	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Harvard, Clay "	1	1	3	3	65	66	....	32	1	2	600.00	....	40.00	9
Humboldt, Richardson "	1	1	3	3	97	71	96	....	1	3	540.00	60.00	35.00	9
Hastings, Adams "	2	1	8	6	359	134	65	....	2	8	1000.00	50.00	40.00 & 45.00	9
Hebron, Thayer "	1	....	3	3	68	43	54	....	1	2	900.00	....	37.00 & 42.00	9
Kearney, Buffalo "	3	....	5	5	91	54	60	41	....	5	630.00	....	50.00	9
Lincoln, Lancaster "	8	2	21	4	958	565	179	70	2	22	1000.00	40.00	40.00 to 50.00	9
Niobrara, Knox "	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Nebraska City, Otoe "	3	3	11	4	334	282	97	44	2	12	100.00	32.00 & 55.00	30.00 & 40.00	9
North Platte, Lincoln "	4	....	7	5	175	113	54	26	1	6	1000.00	....	24.00 to 70.00	10
Omaha, Douglas "	9	1	52	4	2381	676	392	68	....	....	2000.00	70.00 to 100.00	40.00 to 70.00	10
Papillion, Sarpy "	1	....	3	3	59	55	46	....	1	2	400.00	50.00	35.00	8
Plattsmouth, Cass "	3	1	9	4	445	258	73	36	2	8	1000.00	65.00	30.00 to 55.00	9
Pawnee City, Pawnee "	1	....	3	3	86	72	77	....	1	2	325.00	50.00	27.00	9
Ponca, Dixon "	1	....	3	3	60	61	64	....	1	2	405.00	45.00	35.00	9
Plum Creek, Dawson "	1	....	3	3	55	55	40	....	2	3	500.00	35.00	40.00	9
Rulo, Richardson "	1	....	3	3	73	59	65	....	1	2	360.00	....	25.00	9

Red Cloud, Webster	"	....	3	....	3	....	77	66	42	....	2	1	595.00	30.00	30.00	9
Schuyler, Colfax	"	....	1	....	4	4	77	68	70	42	1	3	675.00	....	45.00	9
Sutton, Clay	"	....	1	1	4	4	100	61	82	....	1	3	675.00	....	35.00	9
Seward, Seward*	"	....	4	7	5	....	....	....	....	....	3	4	900.00	60.00 to 50.00	40.00	9
Syracuse, Otoe	"	....	1	1	2	3	78	65	....	....	1	2	540.00	60 00	35.00	9
Salem, Richardson	"	....	1	....	4	3	71	53	39	....	1	2	540.00	60.00	30.00 & 25.00	9
Sterling, Johnson	"	....	1	....	2	2	77	....	46	....	....	2	315.00	40.00	30.00 & 35.00	9
Tecumseh, Johnson	"	....	2	1	4	5	185	95	48	67	1	4	675.00	75.00	35.00	9
Tekamah, Burt	"	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Wilber, Saline	"	....	1	....	4	4	60	55	50	33	1	3	750.00	....	45.00 to 50.00	10
Wahoo, Saunders	"	....	1	1	3	4	90	94	82	50	1	3	630.00	70.00	45.00	9
West Point, Cuming	"	....	2	....	4	4	67	57	66	52	2	2	540.00	45.00	40.00	9
Weeping Water, Cass	"	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
York, York	"	....	1	....	5	5	139	128	41	....	1	4	450.00	50.00	33.00 & 75.00	9
Table Rock, Pawnee	"	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Superior, Nuckolls	"	....	2	....	3	3	60	35	21	....	1	3	850.00	....	30.00	9
Steele City, Jefferson	"	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Norfolk, Madison	"	....	1	....	2	2	35	....	60	....	1	1	540.00	....	30 00	9
Nelson, Nuckolls†	"	....	1	....	2	2	54	....	31	....	1	1	....	42.00 & 50.00	25.00	9
Bloomington, Franklin	"	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Riverton, Franklin	"	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Beatrice, Gage	"	....	3	1	7	4	300	85	70	65	3	6	900.00	50.00	50.00	9

* Two districts. Aggregate.
† Graded part of year.

TABLE IX.

Summary of Statistics. Ten Years of the System.

	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880
Number of organized counties	35	48	59	60	60	60	61	62	63	64
Number of school districts	1028	1410	1863	2215	2405	2513	2496	2690	2776	3132
Number of school houses	558	787	1138	1516	2018	2195	2212	2231	2409	2701
Children of school age	41071	51123	63108	72991	80122	86191	92116	104030	123411	142348
Average number in each district	40	36	33	33	33	36	37	38	44	44
No. of children attending school	23265	28786	37872	47718	55423	59996	56774	62785	76956	92549
Per cent of attendance	56	56	60	60	69	70	61	60	63	65
Number of male teachers	560	773	1046	1252	1504	1468	1571	1609	1607	1670
Number of female teachers	520	739	1176	1483	1587	1893	2153	2121	2221	2430
No. of days taught by male teachers	41411	55996	75996	90430	111393	109577	121403	109347	125332	140882
No. days taught by female teachers.	36024	55901	82796	106472	121723	135971	160011	145546	173962	202125
Av. No. days taught by each teacher	72	74	72	72	96	95	88	85	87	82
Number of graded schools	…………	…………	21	32	38	56	61	47	60	70
Total wages paid male teachers	$ 81264 73	$ 107818 69	$ 149511 13	$ 171776 86	$ 222994 49	$ 219420 00	$ 220962 42	$ 208957 13	$ 208642 23	$ 242334 47
“ “ “ female teachers	65992 74	93677 75	140341 77	171029 40	210748 51	230140 00	236085 28	235542 97	258058 78	306865 94
Total wages	147257 47	201496 44	289852 90	342806 26	433743 00	449560 00	457047 70	444500 10	466701 01	549200 41
Average wages per month, males	39 24	38 50	39 36	37 98	38 60	37 14	35 46	34 65	33 25	36 12
“ “ “ “ females	36 64	33 40	33 90	32 12	33 10	32 84	31 80	25 75	29 55	31 92
Value of all school property	420936 66	817163 59	1167103 87	1553926 15	1848239 00	1585736 60	1862385 88	1805466 66	1810288 27	2064768 32
Total receipts	371888 73	537680 39	901189 94	988740 20	928188 00	1093275 39	1026583 34	849300 45	1102488 12	1294137 65
Total expenditures	365520 36	534095 97	915076 39	1004957 03	1054817 09	1098974 75	1027192 21	936931 98	1100926 37	1249793 03
Total indebtedness	73469 63	176075 85	649307 77	918955 01	1054817 09	1048058 66	1039546 68	1036245 02	1010607 60	1008799 28
Am't apportioned from State fund	138849 40	157495 11	167493 11	176461 98	292471 49	241167 53	183025 80	169281 88	205622 50	208408 30